# REPORT RESUMES

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CHIEF SCHOOL OFFICERS, RECOMMENDATIONS AND REPORT OF A SURVEY.

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NEW YORK STATE REGENTS ADV.COMM.ON EDUC.LEADERSHIP

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A SUBCOMMITTEE OF THE NEW YORK REGENTS ADVISORY COMMITTEE ON EDUCATIONAL LEADERSHIP INVESTIGATED THE LEADERSHIP POSITION OF CHIEF SCHOOL OFFICERS (CSO'S). THE DATA COLLECTION PROCESS WAS CONDUCTED IN TWO PHASES. A QUESTIONNAIRE SURVEY WAS MADE OF 818 CSO'S (SUPERINTENDENTS, SUPERVISING PRINCIPALS, DISTRICT PRINCIPALS, AND SCHOOL PRINCIPALS). DATA FROM 565 RETURNED QUESTIONNAIRES WERE REPORTED BY THE TOTAL SAMPLE, BY YEARS OF EXPERIENCE AS A CSO, AND BY SIZE OF SCHOOL SYSTEM, IN RELATION TO CSO BACKGROUND AND PERSONAL CHARACTERISTICS, CSO TRAINING, CSO CAREER PATTERNS, AND THE NATURE AND FUNCTION OF OFFICERSHIP. THE FINDINGS INDICATED THAT (1) CSO'S ARE ALMOST EXCLUSIVELY MALE, 51 YEARS OF AGE, AND OF MIDDLE TO LOW SOCIOECONOMIC FAMILY BACKGROUNDS, (2) A MAJORITY ATTENDED NONPUBLIC INSTITUTIONS INSIDE THE STATE FOR BOTH UNDERGRADUATE AND GRADUATE TRAINING, (3) HIGHER SALARIES AND A DESIRE TO ORGANIZE MOTIVATED THEM TO ENTER SCHOOL ADMINISTRATION, (4) OVER HALF HAD WORKED OUTSIDE THE EDUCATIONAL FIELD, (5) THE AVERAGE CSO HAD ACCUMULATED 14.4 YEARS OF EXPERIENCE IN SCHOOL ADMINISTRATION, AND (6) THE MAJORITY OF HIS TIME WAS SPENT ATTENDING MEETINGS, PLANNING BUDGETS, RECRUITING PERSONNEL, AND PLANNING EXPANSION. IN ADDITION TO THE QUESTIONNAIRE SURVEY, A SAMPLE STUDY OF 37 CSO'S WAS MADE. EACH OFFICER WAS INTERVIEWED ABOUT HIS JOB, GIVEN A CATTELL 16 PERSONALITY FACTORS TEST, AND ASKED TO KEEP A 5-DAY ACTIVITY LOG. THESE INTERVIEWS REVEALED INFORMATION ABOUT CSO OCCUPATIONAL CHOICE, ROLE, SATISFACTIONS AND DISSATISFACTIONS, OBSTACLES, QUALITY, RECRUITING, AND TRAINING. THE CATTELL INSTRUMENT SHOWED FIVE OF THE 16 PERSONALITY SCORES TO BE OUTSIDE THE AVERAGE ADULT RANGE--CSO'S WERE MORE OUTGOING, INTELLIGENT, EMOTIONALLY STABLE, AND AVERAGED HIGHER SCORES ON THE CONSCIENTIOUS AND GROUP-DEPENDENT DIMENSIONS. ACTIVITY LOG DATA REVEALED INFORMATION ABOUT THE AVERAGE TIME SPENT ON THE JOB, TYPE OF PERSON WITH WHOM THE CSO WORKED, COMMUNICATION USED, AND PROBLEMS ENCOUNTERED. RECOMMENDATIONS BASED ON THE SURVEY WERE PROVIDED. (GB)

# CHIEF SCHOOL OFFICERS

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recommendations and report of a survey

new york state regents advisory

committee on educational leadership.

EA 000 439

# CHIEF SCHOOL OFFICERS

## Recommendations and Report of a Survey

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE NEW YORK STATE REGENTS ADVISORY COMMITTEE
ON EDUCATIONAL LEADERSHIP

CORNELL UNIVERSITY
ITHACA, NEW YORK

OFFICE OF THE PRESIDENT

December 1, 1966

Chancellor Edgar W. Couper
Board of Regents of the
University of the State of New York
2 Chenango Street
Binghamton, New York

Dear Dr. Couper:

We are pleased to present the third in a series of reports and recommendations for the improvement of educational leadership. The Committee addresses this publication to the strengthening of leadership by chief school officers. The research report is based on an exhaustive questionnaire survey of chief school officers in New York State and on an intensive study of a selected sample by our staff. The recommendations are drawn from the findings of the study, from the judgment and experience of the Committee members and from numerous discussions with knowledgable laymen and educators.

It is our hope that the report and recommendations will contribute to the knowledge of leadership by chief school officers. We hope, too, that the recommendations will inspire the general public, the boards who hire chief school officers, the institutions that educate them and the candidates themselves to a new, and renewed, awareness of the importance of responsible leadership at this level in our educational system. We earnestly believe that the recommendations, if implemented, will improve the effectiveness of chief school officers.

A subcommittee on leadership of chief school officers consisted of Franklyn S. Barry, Donald V. Buttenheim and Harold Howe II. They, as well as the rest of the Committee, wish to thank the Carnegie Corporation for the opportunity to serve the Board of Regents in the interest of studying and improving educational leadership.

Respectfully submitted,

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# INTRODUCTION

The Regents Advisory Committee on Educational Leadership was established late in 1963 to develop recommendations concerning the identification, recruitment, and induction of effective educational leadership, both lay and professional, at all levels in the educational system of New York State. A subcommittee consisting of Franklyn S. Barry, Donald V. Buttenheim and Harold Howe II had as its special concern the leadership of chief school officers (CSOs).

Under the subcommittee's direction the staff undertook a questionnaire survey of all CSOs in New York State and an intensive study of a sample of those in districts with 4,000-10,000 enrollment.

The recommendations offered here are based on the survey, on existing literature about CSOs, and on the judgment of the Committee in consultation with chief school officers and with its staff.

The Committee believes that these recommendations, if adopted, will enable the CSOs more nearly to fulfill their proper leadership role in public education. Specifically, such a leadership role should include:

a. creative curricular and instructional innovation and experimentation,

b. aggressive contributions to the solution of social and civic problems,

c. influence in the formation and implementation of educational policy at the state, national and even international levels, and

d. efforts to improve and maintain effective teacher relations.

Successful leadership of a school system by a chief school officer, commonly called a Superintendent, is no different in its essentials from leadership in other realms. It demands special personal qualities, well developed communications skills, knowledge of both a specific and general nature, particular habits of work and attitudes of mind, and a background of pertinent experience.

While these attributes as they apply to leadership by school superintendents may have certain specialized aspects, in a general sense able superintendents share the same characteristics found among successful leaders of business, leaders in the clergy, leaders in medicine, or leaders in any major field. Perhaps a special exception to this statement is the political leader, whose interests are necessarily so broad as to place him in a unique position; but even he has many common denominators with his opposite number in the schools, particularly in respect to personal attributes and communications skills.

All leadership is, in essence, the capacity to move other people, to change the direction of their ideas, actions, and behavior. Successful leadership, as we define it, involves not just movement but movement in a right direction, thereby imposing a moral judgment on the leader together with a capacity to defend, and to stand by that judgment once it is made. Any person with the top responsibility for an organization or institution can be judged in these terms: 1) Can he see where to go in the future? 2) Can he make his vision understandable to others? 3) Can he move others in the direction he has helped to define? 4) Can he keep his schools (business, hospital, political party) intact and effective while the first three developments are taking place? These simple questions offer a framework for defining competent leadership. The closely related processes of training and of selecting leaders for the schools must produce in the superintendent's role persons for whom affirmative answers to these questions can be given.

We emphasize the process of selection along with that of training because we believe it axiomatic that in school leadership, as in any other, the selection of the most capable should be rigorously exercised. Aspiration to the leadership role is common, largely because of the prestige, prerogatives, and rewards it provides. We would suggest that selection for it be on a more orderly, more scientific, and more thorough basis. The selection process for the superintendency actually starts with guidance and counseling in our schools and colleges; it is further refined as young men and women are allowed to move into graduate programs in administration and related fields; it becomes even more immediate as school boards choose their chief administrator; and it reaches its peak of influence on the future of the schools in the decisions which are made by school boards to keep and encourage or to reject and replace the administrative leaders they have chosen. This report will have specific suggestions about each of these levels of choice. But in this introduction we would like to make one point which we believe to be particularly significant regarding the selection process.

In the first paragraph of this statement we spoke of special personal qualities which are necessary prerequisites for good leadership. These are the qualities of integrity and fairness combined with a capacity for firmness in the right, regardless of the opposition. A school superintendent is frequently in controversial or difficult situations which demand these attributes of him if he is to achieve success in his work. Yet we are frank to say that we have no knowledge of specific training programs which will produce the necessary resolution and the proper combination of patience and confidence demanded of the successful leader in the schools.

Consequently, we fall back on the processes of selection, outlined above, as the major means through which our schools will gain or lose leaders of strong character. In saying this we are not denying modern efforts at measuring qualities of personality. We are simply being practical about the tools now at the disposal of those responsible for choosing school leaders. We believe that the most important aspect of such decisions is concerned with the moral posture and fibre of candidates rather than with specific expertise, past experience, or any other measurable qualification except as it may exemplify the independence of decision combined with broad understanding of complex situations which we believe the first rate superintendents must demonstrate.

Having given this initial emphasis to the selection processes as they relate to personal qualities, we refer now to two of the other points listed earlier: 1) communications skills, 2) specific and general knowledge. These can be significantly influenced by training programs designed to develop leadership or by the selection of experiences for potential leaders. These are the points of leverage which are manageable by resourceful planners. In the material which follows we shall have specific recommendations which apply to these headings. Here in this introduction we would attempt only to define each more exactly:

*Communications Skills:* We refer here to writing and speaking and to allied expertise in editing and criticizing the writing and speaking of others. A leader in education is lost without the capacity for clear and simple expression of coherent thought and argument. The record shows that school superintendents have distinct shortcomings in this respect, particularly with regard to writing. We shall recommend ways to improve this situation. We would add to this point that the powers of communication are at a premium when the issues under discussion are loaded with emotionalism and controversy. Only a person with well-formed habits of clear expression can deal easily and rationally with controversial questions under pressure. We propose training efforts directed at developing these skills in potential leaders.

*Knowledge — Specific and General:* Specific knowledge of exact and detailed information in any special field is, in our era, likely to be obsolete by the time it is well mastered. Consequently, we would warn against too much emphasis in the training of administrators upon details of education laws or similar efforts to arm the administrator with factual information. He needs, instead, to know how to find up-to-date data on any specialized aspect of the schools. He needs, furthermore, to have some sense of the scholarship of education, to know the nature of competent educational research, to understand broadly what is known and not known about the processes of teaching and learning by social and behavioral scientists, and to have a feeling for the historical and philosophical backgrounds of the institutions which will come under his responsibility. If these elements constitute the sum of specialized knowledge a school superintendent needs, two qualifications must be made about them: 1) They can be acquired in various ways (even by independent study). 2) The general knowledge the superintendency demands is more significant, harder to acquire, and pertinent to most of the significant decisions encountered in the job. This general knowledge to which we refer we shall define more exactly in the pages which follow. For our purposes at this point it embraces the following:

1. An understanding of modern American society and its major issues through a knowledge of its history and an acquaintance with the insights social scientists have brought to knowing it.
2. An understanding of the world in which our society exists, again through historical and other studies.
3. A sense of what science and technology have done, are doing, and may do to the individual and to society through more than a superficial excursion into some realms of science.
4. An acquaintance with the humanities as expressions of the spirit, imagination, and aspirations of man.

Programs which bring to the school superintendency persons with well-developed understanding in these four areas need have no fear of their candidates failing to measure up because of lack of specific knowledge.

It is vital that boards of education sustain and support this broadened role of educational leadership. Without an able board of education no CSO could possibly fulfill these exciting and expanding responsibilities.

It is with this acknowledgment of the importance of the CSO-school board relationship that the Committee proposes an expanded leadership role for the chief school officer. In order to make this role viable, the Committee posits the following series of proposals concerning the available candidates, their preparation, certification and selection, their in-service training and the organizational structure in which they operate.

CHIEF SCHOOL OFFICERS

# RECOMMENDATIONS

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THE REGENTS ADVISORY COMMITTEE ON
EDUCATIONAL LEADERSHIP

# RECOMMENDATIONS

*A. Concerning Organizational Structure*

1. *Additional efforts should be made to reorganize and consolidate school districts to a size appropriate for supporting the activities necessary to provide excellent educational opportunities for the students of the state.*

While great progress has already been made in district reorganization, the Committee believes additional impetus is necessary. The conditions of school administration are in part determined by the size of the supporting district. Small districts often cannot afford the teaching and administrative staff and the facilities necessary for modern education. Continued and accelerated reorganization of school districts will facilitate the implementation of many of the recommendations in this report.

2. *The Committee urges that additional staff be hired to work as assistants to the CSO in the many situations where such help is badly needed.*

One of the chief complaints of CSOs in general, and those surveyed by our staff in particular, is a lack of time. Often the job controls the man and the CSO has little time which he can use at his discretion. While this may be the result of poor administration by the CSO, our study shows unequivocally that most central offices are severely understaffed. CSOs have many more men reporting directly to them than they can effectively manage, i.e. the span of control is too wide. By providing staff in such specialized areas as business management and state and federal aid programs, the CSO can be freed of these responsibilities and can concentrate his activity and skill in the educational leadership here advocated.

The action of local boards of education is, of course, crucial to the implementation of this recommendation.

3. *To facilitate the CSO's leadership he should be given a term contract of reasonable length.*

Assuming that a qualified CSO is selected, is capable of vigorous leadership, and has adequate supporting staff, he still needs to be protected from undue pressure from special interest groups. The CSO who assumes the role of leadership described in the introduction to this report will risk public and board criticisms. It is important that active leaders be protected from being unseated because of short term issues about which their constituents disagree.

4. *The education law should be revised to provide three or four-year contracts for all administrators.*

While the CSO should be secure enough in his position to enjoy the freedom to innovate and experiment, he should also be held accountable for these responsibilities. We feel that the tenure privilege granted to some administrators (district and supervising principals, assistant and associate superintendents) provides an unnecessary degree of security which can lead to stagnant preservation of the *status quo.* It deprives the public of significant means for reviewing and requiring responsible leadership of the CSO. The Committee sees little justification for the present tenure arrangement beyond the adequate protection afforded by a term contract.

B. *Concerning Candidates Available for CSO Positions*

1. *Chief School Officers should have educational backgrounds rich in the liberal arts and sciences.*

If CSOs are to provide imaginative leadership for the community and the schools, they must have a broad educational base from which to draw. One fact revealed by our study is that more and more frequently education majors, especially physical education, are being chosen, e.g. 22% of the CSOs named in New York State during the past five years have physical education degrees. Accordingly, undergraduate education majors, from whom the bulk of current CSOs have been chosen, should take a balanced program with liberal arts and sciences courses. The Committee recognizes that some institutions, including the public units, have already reorganized teacher training programs in a way consistent with this recommendation. We urge all colleges and universities to initiate and accelerate similar changes in their own programs.

2. *The Committee also recommends that graduate schools of education aggressively recruit students from disciplines in the liberal arts and sciences. Recognizing the necessity of competing with the many grants and fellowships offered to top-quality students in these disciplines, we urge individual institutions, government agencies, foundations and professional organizations to support this endeavor with financial aid.*

The primary source of CSOs has been from elementary and secondary school personnel. While many of these are excellent teachers, not all have the skill, experience or training required for the broad leadership role we advocate. Men who are to influence the fabric of society must have knowledge and ability in diverse areas – among them politics and government, economics, sociology and psychology and the arts of communication and persuasion. Because of legal and traditional restrictions limiting recruiting to certified teachers, educational administration has lost the talents of many able men and women who have had such training in the liberal arts and sciences.

3. *Programs similar to those of the Master of Arts in Teaching which has been successful in bringing well-educated students into the teaching professions, should be developed to prepare potential educational administrators.*

Such programs will permit and encourage institutions that stress majors in education to increase their offerings in the liberal arts and sciences.

And they will permit tapping the talent available among liberal arts and science majors, many of whom are searching for ways to make meaningful contributions to society. In both cases the pool of well-educated men and women available for administrative roles in education will be increased.

The Committee advocates such a program in addition to, and not simply as a substitution for, those quality administrators who emerge from the teaching ranks. However, the self selection aspect of this kind of a program is in contrast to the present situation where some teachers gravitate almost by chance into administration after taking a few courses and becoming certified more for reasons of financial advancement than for motivations born of commitment.

Furthermore, such programs would enhance the concept of a career in educational administration. Participation in special rigorous programs would increase the identification of a career line to the CSO position and would develop an *esprit de corps*. In addition, an internship with an outstanding administrator, a necessary part of any such program, should provide the student with another excellent source of training and experience. The desirable result would be the addition to the pool of CSO candidates of a group of trained men and women committed to a career in educational administration.

4. *In unusual cases the school board should consider selecting as CSO an experienced leader who has demonstrated administrative and intellectual capacities in endeavors outside education.*

While the need for such men might be restricted to certain exceptional situations, e.g. districts with unusually complex or specialized problems, the occasional infusion of strong leadership from outside the ranks of professional educators might serve as a healthy stimulus. Of course, these men must have outstanding creative and intellectual qualities.

The Committee is not unaware of the need to choose this type of CSO with extreme care. The goals of education are different from those of industry and government, and a man selected from these environments must be sensitive to the implications that these differences in goals have for policy formation and administration in education. Futhermore, he needs a strong staff of adequate size, especially in the curriculum and instruction areas where he has the least experience. However, in spite of the potential difficulties, the Committee remains convinced that for special cases the injection of talented leaders from roles outside education will strengthen our elementary and secondary systems.

The Committee applauds the recent changes adopted by the Board of Regents permitting outstanding men to be approved for certification on an individual basis of "equivalent preparation." Section 119, paragraph 5c, in the regulations of the Commissioner of Education reads,

> The Commissioner of Education may accept equivalent preparation and experience upon a formal request from an employing Board of Education. The request should include a resolution of the Board noting approval of the request and a statement identifying the exceptional qualification of the candidate. The applicant's vitae and transcripts of collegiate study also should be submitted. The request must be made prior to employment. The certificate, if issued, will be valid for service only in the district making the request.

Thus an outstanding man with special qualifications can be employed in those circumstances deemed appropriate by the Commissioner.

C. *Concerning Training Programs*

1. *Aspirants to the CSO position should enroll as full-time students in the best available graduate programs of educational administration.*

Too often men are trained for administration through a series of evening or summer courses taken at a nearby institution. While this is convenient and yields the desired certification, it only rarely gives the quality training necessary. For example, it is impossible to include a supervised internship relating to the student's program of study when he is teaching full-time. Frequently the "program" consists of a number of courses that are either unrelated or repetitive, neither of which is beneficial. It often leaves the student isolated from other academic disciplines and results in accumulated credits rather than balanced, systematic and thorough coverage of a field.

Such deficiencies can largely be avoided by full-time study in an organized graduate program. Other benefits accrue from concentrated, uninterrupted study, too... library facilities are discovered and used, dialogue between professors and students is facilitated, interchanges between students occur and the student has adequate time to do the critical thinking and assimilation of material necessary to render it useful.

2. *Programs in educational administration need to be strengthened with emphasis placed on intellectual stimulation and challenge from an interdisciplinary organization of courses.*

It is clear from experience and from responses obtained in our studies that training programs in education and educational administration need to be improved. If adequate time is spent in planning, interdisciplinary courses can provide a broadening contact with various disciplines while integrating the knowledge relevant to educational administration.

However, haphazard selection of introductory courses from different departments can result in shallow exposure and knowledge. This is no better than the opposite extreme of narrow concentration of process-oriented courses in one department. If the interdisciplinary effort is to be successful, it requires cooperative planning by administrators and by participating professors. Without attempts to unify the material and demonstrate the inter-relations of the content, for example, in special seminars, the program stands only a slim chance of being effective.

3. *Supervised administrative internships should be provided in the program of certification for chief school officer.*

The Committee recognizes that this requirement is presently part of the Regulations of the Commissioner of Education governing certificates for administrative and supervisory service passed by the Board of Regents on March 25, 1966. These internships should be supervised by a competent practicing administrator and by a representative of a sponsoring higher institution. Preferably, the internship should involve one year on a full-time basis.

4. *The major universities in the state should develop strong graduate programs of this type, while other institutions should concentrate on strengthening their undergraduate programs.*

To provide an adequate interdisciplinary program requires the resources – time, funds, professors, courses, and administrators – of a large university. Institutions that lack the necessary resources can better fulfill the function of educating students who can then profit from such a graduate program. The Committee believes that a natural division of effort based on the skills and resources of the institution's staff will yield the optimum improvement of training programs. Therefore, we urge the State Education Department to give serious consideration to this recommendation in its evaluations of current and future programs throughout the state.

D. *Concerning Certification of CSOs*

1. *The Committee strongly supports the recent strengthening of the requirements for the superintendency certificate.*

The primary functions of the certification requirements to set minimum standards and provide a rough pre-screening device are being fulfilled and have been strengthened by recent changes. As an alternative to completing a program registered by the education department, one must now have sixty semester hours of graduate study beyond the baccalaureate degree to obtain an administrative and supervisory service certificate. An internship is also included as part of the requirements.

2. *We recommend that the State Education Department and the Board of Regents give serious consideration to including among the certification requirements a minimum of one year of full-time residence and graduate study at an institution of higher learning approved by the department.*

It is still possible to obtain certification through extended part-time efforts. The absence of a regulation like the one recommended here actually encourages piecemeal participation of students in programs whose benefits are less than optimum. For the reasons previously cited the Committee believes, as do many institutions which require it, that the benefits of full-time study in residence at the university are invaluable. In addition, the adoption of this requirement would be an incentive for many institutions to develop better-organized graduate programs. There are adequate provisions discussed under Recommendation B-4 which cover men who because of special circumstances cannot pursue full-time study.

E. *Concerning Selection of CSOs*

1. *As indicated in our report, "School Boards and School Board Membership," the Committee urges Boards of Education to develop and apply specific criteria for the employment and evaluation of their CSO.*

This is but one aspect of the selection process which needs improvement. Considering the fact that selection of a CSO is one of the most important functions of the Board, it is alarming to note how often the procedure is informal, the nominations capriciously gathered and the screening superficially conducted.

Provided the Board consists of intelligent leaders, it should be the group most knowledgeable about local conditions and should be able to assess the specific needs of the school district at the time a new CSO is chosen.

The most common pitfall in developing criteria for selecting the CSO is the Board's tendency to compile a list of platitudes and generalities which describe a superman. In such cases it is inevitable that the Board will be disappointed when it evaluates the CSO against impossible expectations. The criteria should be realistic without being pedestrian, a prescription that is easy to write but difficult to accomplish.

2. *When compiling a list of CSO candidates, Boards of Education should seek advice from a variety of sources.*

After the criteria have been developed, the next task is to prepare a list of candidates. With the exception of identifying internal candidates, local Board members are probably least qualified for this responsibility.

It may be desirable to hire a consultant, for if he is worth his fee, he will be aware of a number of able candidates, will be able to check their qualifications with his associates, and will be an important liaison in establishing congruence between the expectations of the Board and the candidates. If Board members are familiar with other respected CSOs (who are not themselves seeking jobs), the Board might also seek nominations from these administrators. Similarly, leaders in the State Education Department might informally provide suggestions.

However, none of these sources of information and advice should usurp the proper function and responsibility of the Board. The Board can effectively use help from these sources to screen candidates and to develop a brief list of able men from which to choose the CSO. The Board should exercise care to avoid the premature selection or rejection of a local man.

3. *In making the final selection, the Board should thoroughly examine the candidate's reputation and qualifications in light of the criteria upon which they have agreed.*

No Board should rely solely, or even primarily on a personal interview. It is strongly suggested that in addition to careful perusal of written evidence, Board members should discretely seek evaluations of the candidate from reliable sources within the candidate's community.

4. *In light of the difficulties which most Boards encounter when they start selecting a chief school officer, COEL believes that the State Education Department should assist by developing and circulating a manual of recommended procedures.*

Most Board members probably are not in office long enough (New York State members average 4.5 years) to select more than one CSO. They are further limited by the fact thay they are part-time lay people. Thus a handbook will at least provide Board members with a guide and should help them accomplish this very important task.

F. *Concerning In-service Training for CSOs*

1. *The Committee recommends that New York State establish a program of fellowships which would provide leaves of absence during which CSOs would receive support for study and intellectual stimulation at a major university.*

Our survey data point clearly to the lack of time available to the CSO for keeping abreast of current educational research and developments. Given the desire to have the CSO role be one of broad leadership, it is necessary to provide time for such activity. While this kind of leave cannot be provided too often, it does meet one need of the CSO.

The program should provide adequate time and funds so that promising administrators in mid-career can further their formal education or pursue independent and creative projects. Consideration should be given to partial sponsorship of the fellowships by the local boards of the participating administrators.

2. *Shorter, executive development programs should also be developed for CSOs.*

Programs similar to the Command and General Staff School in the military or executive development programs for businessmen could provide stimulation and learning without necessitating a long commitment of time away from the district. The Institute for College and University Administrators now under the auspices of the American Council on Education might well serve as an appropriate model.

In order for such a program to have major impact on the current CSOs it must enjoy high status. The setting should be at a major university in the state. The administrator and teachers in such a program must be widely respected experts. The content should be a combination of scholarly seminars (e.g., a presentation on current findings re minority groups), case discussions of problems, a few lectures by provocative innovators and some stimulation, perhaps in evening programs, from the disciplines of the liberal arts and sciences.

CHIEF SCHOOL OFFICERS

# REPORT OF A SURVEY

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by the Staff of the

Regents Advisory Committee on Educational Leadership

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However, the authors alone are responsible for the analysis and interpretation of the data. Thus, while all the contributors deserve credit and thanks, we remain culpable for any errors contained in the report.

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[1] The complete report and questionnaire can be found in *Profile of the School Superintendent*, Washington, D.C.: American Association of School Administrators and Research Division of the National Education Association, 1960.

# PART A

# REPORT OF THE QUESTIONNAIRE SURVEY

# DESCRIPTION OF THE STUDY

## *Objectives*

The Committee's general aim in undertaking this survey was to accumulate a body of detailed information about chief school officers and chief school officerships in New York State. Such data have two uses: they constitute a basis upon which recommendations can be formulated, and they serve as a stimulus and guide to more sophisticated inquiry.

Specifically, the Committee wanted 1) to examine the personal characteristics of men and women currently occupying chief administrative positions in New York State public school districts; 2) to describe the educational background chief school officers have had, with special attention to their programs of professional preparation; 3) to chart the paths by which they had reached their present positions of leadership; 4) to sample chief school officers' attitudes about the pressures and problems they encounter; and 5) to sketch in broad outline the nature of chief school officership in New York State – the kinds of functions chief school officers perform and the way they use their time.

## *The Sample*

The targets of the inquiry were the men and women who, in the spring of 1965, were the chief professional administrators of operating public school districts in New York State.[2] We immediately encountered difficulties.

First, the staff had to decide whether to include the seventy-six district superintendents in the state. Most do not directly administer a single educational enterprise in the same way as a city superintendent or district principal; but, in recent years district superintendents have assumed some of the same kinds of functions (and problems). Many district superintendents have developed and are administering area vocational programs, many supervise professional personnel whose services are rotated among several systems, and so on. Of more importance, district superintendents have the position and authority, if not always the inclination, to exert subtle but powerful leadership in the schools of this state. For these reasons, district superintendents were included in the survey.

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[2] In New York State, these administrators are variously known as "superintendents," "supervising principals," "district principals" and "principals." All are included under the single designation "chief school officer" (CSO) in this report. No implications are intended by the choice of that term; it is simply a convenient label.

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Having defined the population, the staff encountered a second and more difficult problem. In a state as populous and dynamic as New York, it is virtually impossible to obtain a completely accurate, current listing of chief school officers. Districts consolidate and change their names and chief school officers themselves move often. Any list becomes inaccurate almost at the moment it is printed.

The most accurate listing available, to our knowledge, was that maintained by the New York State School Boards Association. Almost all operating districts in the state are members of the Association and annually supply the Association the names and addresses of their board members and chief school officers. The Association maintains an Address-o-Graph index and revises it periodically as changes become known. The Association staff graciously cooperated by addressing the envelopes in which the staff distributed its questionnaire.

There are probably about 830 operating public school districts in the state.[3] In May 1965 the questionnaire was mailed to the 818 chief school officers listed by the School Boards Association. By September 1965, five hundred sixty-five returns (69%) had been received. Table 1 analyzes the returns by type of district.

*Table 1*

Number of Questionnaires Sent and Returned by Type of District

| *Type of District* | Number Sent | Number Returned | Percentage Returned |
|---|---|---|---|
| District Superintendency | 76 | 46 | 61% |
| City Superintendency | 54 | 35 | 65 |
| Union Free Principalship | 91 | 67 | 74 |
| Village Superintendency (Union Free) | 72 | 49 | 68 |
| Central School Principalship | 417 | 292 | 70 |
| City Central Superintendency | 7 | 5 | 71 |
| Village Superintendency (Central) | 80 | 64 | 80 |
| Central High School Principalship | 4 | 2 | 50 |
| Common School Principalship | 17 | 5 | 29 |
| Totals | 818 | 565 | 69% |

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[3] Estimated from information about trends in New York State school district consolidation, available in *The Annual Educational Summary: Nineteen Sixty-Three-Sixty-Four,* Bureau of Statistical Services, the State Education Department of the University of the State of New York, Albany, 1965.

The low return percentages for common school principals (29%) and central high school principals (50%) are probably not significant. The number of districts of each kind is small. There is little basis to suppose that the data over- or under-represent any of the major types of districts in the state.

The staff also analyzed the returns geographically.

As shown in Table 2, the range in percentage return by region was 13 - 63% to 76%; nevertheless, the percentages are sufficiently similar to dispel any likelihood that the data over-represent the problems peculiar to specific regions within the state.

## *The Questionnaire*

The staff, under the guidance of Professor Stewart, began the development of the questionnaire early in 1965.

*Table 2*

Number of Questionnaires Sent and Returned by Region of the State

| *Region* | Number Sent | Number Returned | Percentage Returned |
|---|---|---|---|
| Buffalo Area (Cattaraugus, Chautauqua, Erie and Niagara counties) | 79 | 52 | 66% |
| Rochester Area (Genesee, Livingston, Monroe, Ontario, Orleans, Seneca, Wayne, Wyoming, and Yates counties) | 89 | 63 | 71 |
| Elmira Area (Allegany, Chemung, Schuyler, Steuben, Tioga, and Tompkins counties) | 54 | 40 | 74 |
| Syracuse Area (Cayuga, Cortland, Madison, Onondaga and Oswego counties) | 62 | 46 | 74 |
| Northern Area (Clinton, Essex, Franklin, Jefferson, Lewis, and St. Lawrence counties) | 81 | 53 | 65 |
| Mohawk Valley Area (Fulton, Hamilton, Herkimer, Montgomery, and Oneida counties) | 54 | 34 | 63 |
| Binghamton Area (Broome, Chenango, Delaware and Otsego counties) | 58 | 40 | 69 |
| Capital District (Albany, Renssalaer, Saratoga, Schenectady, Schoharie, Warren and Washington counties) | 79 | 60 | 76 |
| Mid-Hudson Area (Columbia, Dutchess, Greene, Orange, Putnam, Sullivan, and Ulster counties) | 78 | 49 | 63 |
| Westchester Area (Rockland and Westchester counties) | 52 | 33 | 63 |
| New York-Long Island Area (Metropolitan New York, Nassau County and Suffolk) | 132 | 95 | 72 |
| Totals | 818 | 565 | 69% |

The kind of information sought had been gathered before, in the 1959 AASA-NEA study. It was decided to include in our instrument several questions from the 1959 survey, because the 1959 questions were well-designed and fruitful, and the Committee wanted to detect trends between 1959 and 1965.

Permission was secured for the use of a number of the AASA-NEA questions. We also hoped to obtain the raw data which described only superintendents in New York State (from the 1959 study). Unfortunately these data were not available. The staff was, therefore, forced to make comparisons of quite different groups: New York State chief school officers in 1965, and superintendents in the nation in 1959.

A portion of the questionnaire, then, was the series of questions replicated from the 1959 study. The major part of the instrument, however, consisted of questions specifically designed to elicit information of particular interest to the Committee.

At the time we were developing our survey instrument, a committee of the New York State Association of School District Administrators was undertaking a study of selected aspects of the personnel relationships of district principals and district superintendents in the state. They too needed background data about chief school officers. A cooperative arrangement was established: both committees conducted a single survey, sharing the costs.

The staff of the Regents Advisory Committee on Educational Leadership cooperated with the NYSASDA committee through Professor Stewart, consultant to both. A number of additional questions of special interest to the NYSASDA committee were added. The resulting questionnaire was a lengthy one – sixteen printed pages, requiring from one and one-half to two hours for completion. (In view of this, the 69% response is especially gratifying.)

Analysis of the returns began in September, 1965. The data sought by NYSASDA were analyzed first, and the results reported to its committee in September. The rest of the data were analyzed during the winter, and compiled and interpreted to our Subcommittee on Chief School Officers in the spring of 1966.

A copy of the instrument, minus the questions of particular interest to the NYSASDA committee, is attached as Exhibit 1 in the Appendix.

### *Limitations of the Study*

A survey of this kind cannot be grounded in a theoretical context. It tests no hypothesis in the manner of more sophisticated research; the data describe rather than explain. When the staff began this project, little was known about New York State chief school officers. A general, rather than a pointed, approach was mandatory. The survey has succeeded in portraying its subject in broad strokes; perhaps it will generate fruitful hypotheses and more intensive analyses.

By its nature, a questionnaire can ask a question only once and in only one way. A respondent's thoughts cannot be explored, nor can he be encouraged to expand and elucidate his idea. Intensive inquiry of that kind is usually possible only if the number of respondents is small. The staff chose instead to gather somewhat less detailed information about a large number of persons.

The survey relies on self-reported data. Respondents reported facts, defined problems, and described situations from their own frames of reference. These descriptions may have been inaccurate; perceptions may have been warped in a few cases. The Committee's concern, however, is precisely with administrators' perceptions and attitudes, because it is these which determine administrative behavior.

Finally, there are weaknesses in any study which generalizes about a group as numerous as the chief school officers of the nation's second most populous state. It has already been noted that since 30% did not respond, the evidence may be slightly skewed. We also acknowledge the validity of the contention that every man and every situation is unique, but still feel that certain generalizations are permissible, and necessary if knowledge of educational leadership is to be advanced.

# DISCUSSION OF THE FINDINGS

## *Foreword*

The data gathered by the survey might have been analyzed in scores of different ways: by age; by the salary the chief school officer received; by the geographical location of his district; and so on. It was decided that the most useful methods of reporting data were three: 1) by the total sample – all 565 respondents; 2) by years of experience as chief school officer[4] – for example, the responses of men with over twenty years' experience as chief school officers were compared with those of men with five years or less experience; and 3) by size of the school system being served, for example, responses of chief school officers whose systems had less than 1,500 students.[5] So that accurate interpretations of the data could be made, the staff compared categories (2) and (3). This comparison is reported in Table 3.

Table 3

Years of Experience as Chief School Officer by Size of District Chief School Officer Serves

| | *Years of Experience (as of 1 July 1965)* | | | | |
|---|---|---|---|---|---|
| *Enrollment of System:* | 5 or less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Less than 1500 students (N=262) | 62% | 46% | 42% | 42% | 35% |
| 1500-5000 students (N=209) | 31 | 41 | 42 | 38 | 35 |
| More than 5000 students (N=94) | 6 | 11 | 14 | 17 | 27 |

Several observations about the data in Table 3 should be kept in mind as the reader considers the findings offered in this report. First, it is quite clear that the chief school officers with more years of experience are likelier to be found in larger school systems – systems of from 1500 to 5000 students, or over 5000 students. 62% of the "new men" – chief school officers of five years or less experience – presently serve systems with less than 1500 enrollment; only 6% of these less experienced men are in the large school districts.

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[4] Ascertained from responses to question IV2 of the questionnaire (see Appendix).

[5] Determined from *Annual Educational Summary, Nineteen Sixty-Three-Sixty-Four,* Bureau of Statistical Services, the State Education Department, the University of the State of New York, Albany, 1965.

Secondly, it should be noted that while the staff was able to determine the size of the school district which each of the 565 respondents was serving, it could not ascertain the years of experience of all 565. Thirty-five did not complete the parts of the questionnaire which dealt with this point; five hundred thirty did. It should, therefore, be kept in mind that the breakdown of data by years of experience of the respondent is incomplete, in the sense that thirty-five respondents could not be classified by years of chief administrative experience.

Two existing surveys have been mentioned which are similar in kind to the present survey, and with which certain comparisons can be made. Dissimilarities do exist, however, and need to be explained briefly so that the reader is aware of the relative validity of any comparisons offered in this report.

The AASA-NEA survey[6] sampled a different group of chief school officers than our survey. The former contacted superintendents all over the United States[7]; the latter surveyed chief school officers in New York State only. The AASA-NEA survey was restricted to *urban* superintendents – superintendents whose school districts contained a total population of at least 2500 according to the 1950 U.S. Census. We contacted *all* chief school officers in New York State, regardless of district size, and our sample, therefore, contains a certain proportion of very small districts which are completely unrepresented in the AASA-NEA study. Despite these major dissimilarities in the two studies, and some minor variations in the phraseology of questions, certain comparisons between the 1959 data and the 1965 data can and will be drawn, with appropriate caution.

The New York State data from the 1963 NASSP study of high school principals will also be used for comparison at certain points later in this report.[8] The major dissimilarities between the NASSP and this study are two: 1) the former surveyed high school principals only, while the latter contacted chief school officers only; and 2) the former included administrators of private and parochial as well as public high schools, while our survey was limited to public school chief administrators only. Although these are major differences, comparisons between the two sets of data have a degree of usefulness, if made cautiously. Our evidence suggests that one of the major pools from which chief school officers come is the state's group of high school principals. In short, today's high school principal is quite likely to be tomorrow's chief school officer, and, therefore, comparisons of data between the 1963 NASSP study and the 1965 study reported here have value in detecting broad trends and tendencies.

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[6] Reported in *Profile of the School Superintendent*, 1960.

[7] *Idem*, pp. 3-4.

[8] The complete NASSP study is reported in John K. Hemphill, James M. Richards and Richard E. Peterson, *Report of the Senior High-School Principalship*, Washington, D.C.: The National Association of Secondary School Principals, 1965.

A final procedural note should be added. Both the AASA-NEA and the NASSP studies are in published form; however, the latter does not contain a breakdown of data by state. Such a breakdown was supplied to our staff by Drs. Hemphill and Tompkins, and it will be reported in special tables in the report. As noted, however, no such breakdown of the AASA-NEA data could be obtained, and comparisons must be drawn between the Committee findings and the nationwide AASA-NEA findings, all of which can be found in the 1960 *Profile of the School Superintendent* and do not need re-documentation here.

## *Background and Personal Characteristics*

*Age and Sex.* The range in ages of New York State Chief School Officers was forty-two years: one was 28 years old at the time he completed the questionnaire; another was 70. One in ten of the respondents was over sixty years of age, and over half (55%) were at least fifty. The average age was 51 years for the total sample. The same average age was reported for urban superintendents across the nation in 1959.[9]

Chief school officers in larger systems in New York State are older than their counterparts in small systems: 66% of the former are at least 51, and they average 53 years of age; only 49% of chief school officers in systems with less than 1500 enrollment are 51 years of age or more, and they average 49. An interesting comparison is that New York State high school principals' average age (1963) was nearly that of the state's chief school officers (1965) – 48 years, compared to 51. See Tables 4 and 4a.

The 1963 NASSP survey indicated that a relatively high proportion, 13.6%, of the state's high school principals were women. See Tables 5 and 5a. The later Committee survey suggests that nearly all female administrators stop short of chief school officership. Only two of the 565 in the 1965 sample were women.

*Father's Occupation.* Each respondent was asked to indicate the nature of his father's chief occupation while the respondent himself was in elementary and secondary school. In Table 6 we see that the state's chief school officers are primarily products of middle and lower middle class families. Only 10% came from families in which the father was a school teacher, professor, school administrator, or in another professional or technical category – families in which the father would have had professional training enough to qualify as "upper middle class."

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[9] *Profile*, p. 9

### *Table 4*

## Age of Chief School Officers, 1965

| | *Size of school system served* | | | |
|---|---|---|---|---|
| | Total sample (N=565) | Under 1500 (N=262) | 1500-5000 (N=209) | Over 5000 (N=94) |
| Under 30 | <1% | <1% | – | – |
| 30 to 35 | 4 | 6 | 3 | – |
| 36 to 40 | 12 | 17 | 12 | 6 |
| 41 to 45 | 14 | 18 | 13 | 11 |
| 46 to 50 | 16 | 15 | 19 | 15 |
| 51 to 55 | 27 | 25 | 30 | 33 |
| 56 to 60 | 18 | 14 | 19 | 23 |
| 61 to 65 | 7 | 9 | 9 | 6 |
| Over 65 | 3 | 1 | 1 | 4 |
| Means | 51 years | 49 years | 51 years | 53 years |

### *Table 4a*

## Age of High School Principals (1963 NASSP Survey)

| *Age* | *Percentage* |
|---|---|
| Under 30 | 1% |
| 30 to 34 | 5 |
| 35 to 39 | 15 |
| 40 to 44 | 16 |
| 45 to 49 | 20 |
| 50 to 54 | 20 |
| 55 to 59 | 14 |
| 60 or over | 9 |
| Mean | 48 years |

A similar picture emerges of the backgrounds of the state's high school principals. The 1963 data for New York State high school principals is reported in Table 6a. While its occupational classifications were quite different from those used in the Committee survey, the general pattern is similar. 68% of high school principals' fathers were skilled or unskilled workers, supervisors, farmers, clerks or salesmen.

*Father's and Mother's Education.* The indications from Tables 7 and 7a are that the educational level of most chief school officers' fathers was modest at best. 34% of the fathers completed high school while only 18%

*Table 5*

Sex of Chief School Officers (1965 COEL Survey)

| *Sex* | *Total*<br>(N=565) |
|---|---|
| Male | 99.5+% |
| Female | <.5 |

*Table 5a*

Sex of High School Principals (1963 NASSP Survey)

| *Sex* | *Total*<br>(N=993) |
|---|---|
| Male | 85.8% |
| Female | 13.6 |

attended college (½ of these completed college). Comparing the high school figures of the fathers of less experienced chief school officers with those of more experienced men, we find a relatively static level. Chief school officers of 5 or less years came from families in which 34% of the fathers graduated from high school. However, 37% of the fathers of chief school officers with over 20 years of experience graduated from high school. This fact suggests that the socio-economic status (SES) of the CSO's family was in the middle or lower levels. Furthermore the indication is that the newer men are being drawn from families with very modest educational backgrounds similar to those of the older CSOs.

A glance at Table 7a shows that the situation is close to that of high school principals. The 1963 survey showed that 35% of their fathers completed high school compared to the 34% record of the CSOs' fathers.

From Tables 8 and 8a we see that mothers of CSOs and high school principals have more education than fathers. 42% of the CSOs' mothers completed high school (versus 37% of the fathers) and 38% of high school principals' mothers graduated from high school (versus 35% of the fathers). If we infer that this index of education represents a general SES difference between the mothers and fathers, then the fathers are probably marrying up more than the mothers. This finding sharply contrasts with the dominant pattern in our culture of women marrying up more often than men. However, we also know from literature on the family that in cases where the mother is from a higher SES than the father, there is usually a higher than average rate of social mobility among the children. The attainment of the CSO position by the men in our sample would seem to confirm this pattern.

*Table 6*

### Occupations of Chief School Officers' Fathers (1965 survey)

|  | All Chief School Officers | Chief School Officers in Systems with Enrollments of: |  |  | Chief School Officers with CSO Experience: (in years) |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
| *Occupation Category:* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Proprietor, manager or official | 23% | 20% | 25% | 20% | 13% | 27% | 23% | 24% | 22% |
| Skilled worker, craftsman or foreman | 22 | 24 | 21 | 18 | 26 | 21 | 28 | 18 | 16 |
| Farmer or farm manager | 20 | 22 | 14 | 23 | 18 | 13 | 15 | 24 | 27 |
| Laborer, unskilled | 7 | 9 | 7 | 8 | 11 | 12 | 6 | 7 | 5 |
| Professional or technical | 6 | 7 | 7 | 6 | 9 | 7 | 5 | 6 | 6 |
| Clerical worker | 5 | 6 | 5 | 7 | 3 | 7 | 8 | 7 | 6 |
| Sales worker | 4 | 2 | 3 | 1 | 6 | 2 | 3 | 3 | 6 |
| Operative | 4 | 5 | 3 | 2 | 7 | 3 | 7 | 4 | 2 |
| Teacher or professor | 2 | 2 | 6 | 7 | 2 | 1 | 1 | 1 | 3 |
| School or college administrator | 2 | 1 | 4 | 2 | 3 | 0 | 2 | 1 | 3 |
| Farm laborer | 1 | 1 | 2 | 1 | 1 | 4 | 1 | 0 | 1 |

*Table 6a*

### Occupations of High School Principals' Fathers (1963 NASSP Survey)

| *Occupation Category:* | Total N=993 |
|---|---|
| Independent businessman or executive in a large corporation | 15% |
| Skilled, semi-skilled or unskilled laborer | 38 |
| Supervisory work | 10 |
| Farmer | 10 |
| Sub-professional (musician, pharmacist, etc.) | 10 |
| Other professional (lawyer, physician, minister, etc.) | 7 |
| Retail clerk, office work or salesman | 10 |
| Scientist, engineer, etc. | 3 |
| Teacher | 4 |

*Table 7*

Level of Education Attained by Chief School Officers' Fathers
(1965 survey)

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| *Highest Level of Education:* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| No formal education . . . . | 2% | 2% | 2% | 1% | 2% | 4% | 1% | – | 1% |
| Did not complete grade school . . . . . . | 15 | 13 | 18 | 17 | 13 | 21 | 17 | 18% | 12 |
| Completed grade school . . . . . . | 25 | 23 | 25 | 24 | 22 | 21 | 29 | 27 | 25 |
| Attended some high school . . . | 20 | 24 | 16 | 17 | 26 | 17 | 15 | 20 | 22 |
| Completed high school . . . . . . | 13 | 15 | 9 | 16 | 12 | 12 | 14 | 17 | 10 |
| Business or trade school (high school not completed). . . . . . | 4 | 2 | 4 | 4 | 3 | 2 | 2 | 1 | 4 |
| Business or trade school (high school completed) . . . . . | 3 | 4 | 4 | 1 | 6 | 4 | 1 | 3 | 5 |
| Some college or junior college . . | 9 | 9 | 10 | 11 | 6 | 9 | 11 | 14 | 10 |
| Completed four-year college program. . . . . | 3 | 4 | 2 | 5 | 2 | 4 | 5 | – | 4 |
| Some graduate training . . . . . | 2 | 1 | 3 | 1 | 2 | – | 1 | – | 3 |
| Earned graduate or professional degree . . . . . . | 4 | 3 | 5 | 4 | 6 | 4 | 2 | – | 5 |

The data on mother's education support the inference that CSOs of long experience as well as those who are relatively new to their positions came from families of limited SES. 44% of the mothers of CSOs with more than 20 years of experience graduated from high school while 45% of the mothers of new CSOs (less than 6 years) completed high school.

The general impression from this information, then, is that most CSOs are upwardly mobile. Coming from families of extremely limited education (and inferred modest economic means), they have emerged as prosperous educators at a point much higher on the SES ladder than that at which they started. This fact is as true of the newer CSO as it is of the men with long experience.

## *Elementary and Secondary Training*

*Elementary School.* Most CSOs came from rural village settings, although 33% attended school in small or large cities. See Table 9. In view of the predominantly rural background it is surprising to find that only 23% attended small schools with less than 4 rooms. 62% were in elementary schools with more than 8 rooms.

Analysis of the size and setting of the elementary school data reveals no consistent differences when cross-tabulated with years of experience categories. However, the section showing the type of elementary school attended versus the number of years of CSO experience shows that an increasing percentage of parochial school Catholics are becoming CSOs. Only 1% of the "oldtimers" (over 20 years experience as CSO) attended parochial school, while 10% of the newest group (5 years or less) attended parochial school.

*Secondary School.* The secondary school data confirm most of the image yielded by the elementary school information. 54% of the CSOs attended village or rural high schools, while 43% were in suburban, small and large city settings. Thus, most of the schools were small, but not tiny. The influx of Catholics to the CSO position is shown in Table 10. 10% of the new men attended parochial high schools versus only 1% of the CSOs with over 20 years experience.

*Table 7a*

Level of Education Attained by High School
Principals' Fathers (1963 NASSP Survey)

| *Level of Education:* | Total (N=993) |
|---|---|
| Did not complete grade school | 21% |
| Finished grade school | 24 |
| Some high school | 20 |
| Finished high school | 11 |
| Business or trade school (after completing high school) | 4 |
| Some college or junior college | 6 |
| Finished four years of college | 5 |
| Some graduate or professional school | 3 |
| Attained a graduate or professional degree | 6 |

A reverse trend is indicated in the private school category. More old-timers (5%) attended private schools than new CSOs (only 1%). This fact might be an indication of a less affluent family background on the part of newer CSOs. This possibility is given more credence when we recall the family educational background. The percentage of old-timers' mothers and fathers graduating from high school was slightly higher than the

*Table 8*

Level of Education Attained by Chief School Officers' Mothers (1965 survey)

|  | All Chief School Officers | Chief School Officers in Systems with Enrollments of: |  |  | Chief School Officers with CSO Experience: (in years) |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
| *Level of Education* | N = 565 | Under 1500 N = 262 | 1500-5000 N = 209 | Over 5000 N = 94 | 5 or Less N = 109 | 6-10 N = 97 | 11-15 N = 88 | 16-20 N = 72 | Over 20 N = 164 |
| No formal education | 1% | 1% | 1% | 4% | 2% | 3% | 1% | – | 1% |
| Did not complete grade school | 10 | 8 | 12 | 10 | 8 | 14 | 11 | 11% | 7 |
| Completed grade school | 25 | 21 | 25 | 30 | 21 | 24 | 25 | 27 | 26 |
| Attended some high school | 21 | 23 | 21 | 22 | 25 | 18 | 18 | 24 | 22 |
| Completed high school | 21 | 22 | 21 | 23 | 22 | 21 | 25 | 18 | 25 |
| Business or trade school (high school not completed) | 1 | 1 | 2 | – | 2 | 1 | – | – | 1 |
| Business or trade school (high school completed) | 3 | 4 | 2 | – | 5 | 2 | 5 | – | 2 |
| Some college or junior college | 11 | 11 | 11 | 7 | 7 | 11 | 9 | 13 | 12 |
| Completed four-year college program | 3 | 4 | 3 | 1 | 5 | 2 | 2 | 2 | 3 |
| Some graduate training | 2 | 1 | 2 | 2 | 2 | – | 1 | 1 | 1 |
| Earned graduate or professional degree | 2 | 2 | 1 | 1 | 4 | 1 | 1 | 1 | 1 |

*Table 8a*

Level of Education Attained by High School Principals' Mothers (1963 NASSP Survey)

| *Level of Education:* | Total (N=993) |
|---|---|
| Did not complete grade school | 17% |
| Finished grade school | 24 |
| Some high school | 21 |
| Finished high school | 19 |
| Business or trade school (after completing high school) | 4 |
| Some college or junior college | 9 |
| Finished four years of college | 4 |
| Some graduate or professional school | 1 |
| Attained a graduate or professional degree | 1 |

new CSOs' parents. Given the improved educational opportunities over the past 50 years, one would tend to think that the old-timers' families were of higher SES than the families of the newer CSOs.

Both Tables 9 and 10 yield an interesting, if not unexpected, relation between the setting of the CSO's elementary and secondary education and the enrollment of his school system. Men who attended elementary and secondary school in a large city are much more apt to be CSOs in systems with enrollments of over 5000 than 1500-5000 or under 1500. Conversely, men who came from small cities, villages or rural areas show a greater tendency to be in the systems with under 1500 enrollment. Evidently the CSOs exercise some preference for the setting of their youth by choosing systems similar in size to those of their elementary and secondary schools.

## *Training and Preparation of Chief School Officers*

*Undergraduate Training: Undergraduate Institutions.* The information in Table 11 shows that 6 out of 10 of the respondents attended non-public universities and colleges and that 3 of 4 attended colleges within New York State. A large percentage of the CSOs attended Albany, Syracuse, Cortland; Ithaca and St. Lawrence, while fewer attended New York University, Cornell and Rochester.

Few consistent differences appeared when the CSOs were grouped according to size of district except that CSOs in systems of under 5000 were more apt to attend public institutions than those in large districts over 5000. Small district CSOs attended Syracuse more often than the CSOs in larger systems while the larger district men attended Albany and New York University more often.

The newest CSOs (5 years or less) attended public institutions and institutions outside the state slightly more often than did the more experienced CSOs. They also attended Ithaca and Cortland more often than did the longer-tenured CSOs.

The most reliable and significant information found in this part of the report is that more CSOs attended non-public institutions and that more attended colleges or universities inside New York State. Little additional information is gleaned from the cross-tabulations by size of system and years of experience.

*Field of Undergraduate Study.* Analysis of CSOs with respect to their undergraduate training proved interesting. See Tables 12, 12a and 12b. In

*Table 9*

Size, Type and Setting of Elementary School Attended Longest by Chief School Officer

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| *Size of Elementary School:* | | | | | | | | | |
| One room . . | 15% | 16% | 12% | 12% | 10% | 9% | 11% | 17% | 20% |
| Two to four rooms . . | 8 | 6 | 9 | 7 | 8 | 7 | 3 | 10 | 9 |
| Five to eight rooms . | 11 | 11 | 12 | 8 | 13 | 14 | 5 | 8 | 13 |
| More than eight rooms . | 62 | 65 | 62 | 60 | 67 | 67 | 74 | 62 | 51 |
| *Type:* | | | | | | | | | |
| Public school | 92 | 94 | 91 | 87 | 90 | 90 | 92 | 96 | 93 |
| Parochial school . . . . . | 5 | 4 | 7 | 5 | 10 | 8 | 8 | 3 | 1 |
| Private school | 1 | – | 1 | – | 1 | 1 | – | – | 1 |
| *Setting:* | | | | | | | | | |
| Large city . . | 16 | 12 | 16 | 24 | 14 | 18 | 24 | 13 | 11 |
| Small city . . | 17 | 18 | 17 | 13 | 23 | 18 | 16 | 8 | 18 |
| Suburban . . | 8 | 7 | 11 | 6 | 10 | 9 | 11 | 6 | 5 |
| Village in a rural area . . | 38 | 42 | 35 | 34 | 38 | 42 | 33 | 38 | 37 |
| Rural . . . . . | 19 | 19 | 19 | 16 | 11 | 13 | 13 | 31 | 26 |

### *Table 10*

### Size, Type and Setting of Secondary School Attended Longest by Chief School Officer

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| *Size of graduating class** | | | | | | | | | |
| less than 25 | 27% | 27% | 27% | 28% | 25% | 14% | 22% | 30% | 37% |
| 26 to 50 | 31 | 30 | 29 | 31 | 30 | 37 | 28 | 31 | 32 |
| 51 to 100 | 13 | 14 | 12 | 12 | 17 | 16 | 10 | 15 | 9 |
| 101 to 200 | 10 | 10 | 12 | 6 | 8 | 9 | 17 | 10 | 7 |
| 201 to 500 | 13 | 13 | 17 | 10 | 14 | 21 | 16 | 10 | 11 |
| 501 to 1000 | 3 | 3 | 2 | 4 | 3 | 2 | 5 | 6 | 2 |
| over 1000 | 1 | — | 0 | 4 | 2 | 0 | 0 | 1 | 1 |
| *Type:* | | | | | | | | | |
| Public school | 92 | 93 | 89 | 92 | 87 | 94 | 92 | 92 | 92 |
| Parochial school | 3 | 3 | 4 | 1 | 10 | 4 | 2 | 0 | 1 |
| Private school | 2 | 1 | 1 | 2 | 1 | 1 | 3 | 0 | 5 |
| *Setting:* | | | | | | | | | |
| Large city | 15 | 10 | 17 | 22 | 13 | 17 | 22 | 10 | 12 |
| Small city | 19 | 23 | 19 | 12 | 26 | 22 | 16 | 13 | 20 |
| Suburban | 9 | 8 | 14 | 7 | 12 | 9 | 15 | 7 | 8 |
| Village in rural area | 51 | 54 | 44 | 52 | 47 | 50 | 49 | 59 | 55 |
| Rural | 3 | 3 | 4 | 2 | 2 | 1 | 1 | 4 | 5 |

*The question asked "size of class at highest grade level (in school)," to accommodate cases where the school terminated e.g. at 10th or 11th grades. Most cases reported, however, did have a "graduating class.".

order of frequency, the areas are science, physical education, mathematics, English and social studies. The surprising fact is that so many New York State CSOs studied physical education in their undergraduate years. In the 1960 study *(Profile)* only 3% were physical education majors in comparison to the 12% reported here. Similarly only 7% of high school principals in New York State reported majoring in physical education versus the 1 out of 8 documented for the CSOs.

Small districts are much more likely to have CSOs with physical education preparation (16 versus 4%). Even more surprising is the fact that among new CSOs 22% were physical education majors while in college versus 4% of the old-timers. Even though part of this result is a statistical

## *Table 11*

## Undergraduate Institutions Attended

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| *Type of Institution* | | | | | | | | | |
| Public (teachers colleges, public universities) | 39% | 38% | 44% | 33% | 49% | 34% | 41% | 44% | 34% |
| Non-public | 59 | 56 | 56 | 65 | 53 | 60 | 52 | 52 | 66 |
| *Location of Institution* | | | | | | | | | |
| In New York State | 73 | 70 | 75 | 72 | 77 | 70 | 70 | 75 | 71 |
| Outside New York State | 25 | 26 | 25 | 26 | 23 | 26 | 24 | 21 | 29 |
| *Specific Institutions Attended Most Frequently* | | | | | | | | | |
| Albany | 9 | 7 | 12 | 9 | 10 | 6 | 9 | 11 | 10 |
| Alfred | 2 | 2 | 2 | 4 | 2 | 2 | – | 3 | 4 |
| Buffalo | 2 | 1 | 2 | 2 | – | 2 | – | 3 | 2 |
| Brockport | 2 | 2 | 2 | – | 4 | 1 | 1 | 1 | 1 |
| Colgate | 3 | 3 | 4 | 5 | – | 2 | 6 | 3 | 6 |
| Cornell | 3 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 4 |
| Cortland | 4 | 5 | 4 | – | 7 | 6 | 3 | 4 | 1 |
| Hamilton | 2 | 2 | 2 | 2 | 1 | 1 | 3 | – | 4 |
| Hobart | 2 | 2 | 3 | – | 3 | 2 | 1 | – | 3 |
| Houghton | 2 | 1 | 3 | – | 1 | 2 | 1 | 1 | 3 |
| Ithaca | 4 | 5 | 3 | 1 | 10 | 3 | 6 | 4 | 1 |
| New York University | 3 | 2 | 4 | 9 | 2 | 6 | 1 | 1 | 5 |
| Rochester | 2 | 2 | 3 | 2 | – | 3 | 3 | 1 | 2 |
| St. Lawrence | 4 | 6 | 2 | 2 | 4 | 2 | 1 | 11 | 4 |
| Syracuse | 7 | 11 | 5 | 2 | 6 | 6 | 5 | 13 | 8 |

artifact (small districts tend to have less experienced CSOs), the general trend away from academic preparation in science, math, English, social studies/sciences is clear. While this may alarm those who stress the intellectual leadership aspect of the CSO's role, it may be indicative of the

*Table 12*

Major Fields of Undergraduate Study of Chief School Officers

| | All Chief School Offi-cers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| *Major Field* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Agriculture . . . | 2% | 2% | 3% | 2% | 4% | –% | 1% | 3% | 5% |
| Business . . . . . | 2 | 5 | – | 2 | 3 | 2 | 1 | 3 | 2 |
| Economics . . . | 3 | 2 | 4 | 2 | 1 | 3 | 3 | 1 | 5 |
| Education Administration . . . | 1 | <1 | 1 | 4 | – | 3 | – | – | 1 |
| Education (general) . . . | 6 | 7 | 5 | 6 | 7 | 5 | 8 | 3 | 7 |
| Elem. Education | 7 | 7 | 7 | 9 | 9 | – | 9 | 12 | 4 |
| English . . . . . | 10 | 8 | 10 | 7 | 5 | 5 | 16 | 8 | 10 |
| Fine Arts/Music | 5 | 7 | 4 | 6 | 9 | 6 | 8 | – | 2 |
| Foreign Language. . . | 3 | 1 | 2 | 6 | 1 | 1 | 2 | 1 | 5 |
| Guidance . . . . | <1 | <1 | 1 | – | – | – | – | 3 | – |
| History/Soc. Studies . . . . | 10 | 10 | 13 | 7 | 6 | 14 | 13 | 12 | 8 |
| Mathematics . . | 10 | 9 | 10 | 12 | 8 | 9 | 6 | 13 | 13 |
| Philosophy . . . | 1 | <1 | 1 | – | 1 | 1 | 1 | – | 1 |
| Physical Education . . | 12 | 16 | 11 | 4 | 22 | 15 | 9 | 16 | 4 |
| Sciences, biological and physical | 16 | 15 | 16 | 18 | 13 | 17 | 11 | 19 | 22 |
| Social Sciences . | 7 | 6 | 9 | 9 | 4 | 6 | 11 | 7 | 9 |
| Speech Education . . | 1 | 1 | – | 2 | 1 | 1 | – | – | 2 |
| Vocational Education . . | 1 | – | 1 | 1 | 2 | – | – | – | – |

skill in human and public relations associated with a successful career in coaching and physical education. As we shall see in a later section of the report, these same skills are highly valued by most of the CSOs in our sample.

Table 13 shows that 6 out of 10 New York State CSOs have a B.S. degree, while a little more than 1 in 3 have B.A.'s. These same proportions obtain across all three size categories of districts. However, as we might expect from the decline in humanities and increase in physical education majors, B.S. degrees are more prevalent among the new CSOs and B.A. degrees more frequent among the older men.

### *Table 12a*

### Major Field of Undergraduate Study, High School Principals (1963 NASSP Survey)

| *Major Field* | New York State High School Principals N = 993 |
|---|---|
| Business | 5% |
| Education | 10 |
| Engineering | 2 |
| Fine Arts | 2 |
| Humanities | 41 |
| Physical Education | 7 |
| Sciences | 18 |
| Social Sciences | 10 |

### *Table 12b*

### Major Field of Undergraduate Study, Urban Superintendents (1959-1960 AASA-NEA Survey)*

| *Major Field of Study* | Total N = 840 |
|---|---|
| Agriculture | 1.3 % |
| Business or commerce | 3.8 |
| Education | 16.8 |
| English | 8.6 |
| Foreign languages | 1.8 |
| History or political science | 14.7 |
| Mathematics | 11.4 |
| Philosophy | 1.1 |
| Physical and health education | 3.0 |
| Physical and biological sciences | 14.8 |
| Behavioral sciences | 17.6 |
| Industrial or vocational arts | 1.8 |
| Engineering | 1.3 |
| Other fields | 2.0 |

*Quoted from *Profile,* p. 87.

## *Graduate Training*

a. *Graduate Institutions.* The pattern of graduate education of CSOs is similar to that of their undergraduate experience in that 75% attended non-public institutions and 90% received their graduate training inside the state. In the overall rankings the leading institutions were Syracuse, Columbia, Albany, New York University, Cornell and St. Lawrence. See Table 14.

CSOs in small districts attended graduate school in New York State more often than did large-district CSOs with Syracuse, Albany and St. Lawrence being the most frequently chosen. The larger district CSOs attended New York University and Columbia more often.

Albeit most of the CSOs took graduate training inside the state (90%) and/or in non-public institutions (75%), the newer CSOs were more apt to have been trained outside New York State and were more often trained in public institutions than were the older, more experienced chief school officers. New CSOs attended Alfred and St. Lawrence more often, while the older CSOs took graduate work more often at the larger universities of Columbia, New York University and Cornell.

b. *Fields of Study.* Tables 15, 15a and 15b compare the fields of graduate study for our subjects, for high school principals and for urban superintendents. Over half (54%) the CSOs majored in educational administration, while another 19% chose general education for their graduate major. Only about one-fourth majored in non-educational fields. Similarly, 71%

*Table 13*

Undergraduate Training:
Year of Completion and Type of Degree Earned

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | N=565 | Under 1500- N=262 | 1500 5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6- 10 N=97 | 11- 15 N=88 | 16- 20 N=72 | Over 20 N=164 |
| *Year of Completion* | | | | | | | | | |
| Before 1920 . . . | 1% | – | <1% | 1% | | | | | |
| 1920-1924 . . . . | 2 | <1% | 4 | – | | | | | |
| 1925-1929 . . . . | 13 | 12 | 13 | 18 | | | | | |
| 1930-1934 . . . . | 22 | 17 | 21 | 37 | | | | | |
| 1935-1939 . . . . | 19 | 20 | 19 | 15 | | | | | |
| 1940-1944 . . . . | 14 | 12 | 17 | 13 | | | | | |
| 1945-1949 . . . . | 17 | 21 | 18 | 11 | | | | | |
| 1950-1954 . . . . | 10 | 14 | 7 | 4 | | | | | |
| After 1954 . . . | 2 | 4 | 1 | – | | | | | |
| *Type of Degree* | | | | | | | | | |
| Bachelor of Arts | 36 | 35 | 42 | 33 | 28% | 38% | 45% | 21% | 48% |
| Bachelor of Education . . | 2 | 2 | 2 | 2 | 3 | 2 | 1 | 3 | – |
| Bachelor of Science. . . . . | 59 | 60 | 54 | 59 | 66 | 59 | 52 | 72 | 41 |

*Table 14*

**Graduate Institutions Attended Longest**

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| *Type of Institution* | | | | | | | | | |
| Public | 22% | 20% | 19% | 21% | 25% | 20% | 19% | 28% | 13% |
| Non-public | 76 | 76 | 81 | 73 | 68 | 75 | 81 | 70 | 86 |
| *Location of Institution* | | | | | | | | | |
| In New York State | 89 | 89 | 89 | 82 | 81 | 81 | 91 | 92 | 93 |
| Outside N.Y.S. | 9 | 7 | 11 | 12 | 12 | 14 | 9 | 6 | 6 |
| *Specific Institutions attended most frequently* | | | | | | | | | |
| Albany | 13 | 15 | 10 | 6 | 11 | 8 | 13 | 20 | 13 |
| Alfred | 2 | 4 | 1 | 2 | 6 | 2 | 2 | 1 | 1 |
| Buffalo | 5 | 2 | 5 | 10 | 5 | 5 | 3 | 7 | 4 |
| Columbia | 15 | 9 | 22 | 17 | 8 | 12 | 25 | 9 | 17 |
| Cornell | 9 | 9 | 12 | 5 | 4 | 5 | 7 | 14 | 12 |
| New York University | 12 | 8 | 14 | 23 | 8 | 14 | 14 | 12 | 14 |
| St. Bonaventure | 2 | 2 | 2 | 1 | 2 | 4 | 2 | – | 1 |
| St. Lawrence | 8 | 12 | 4 | 2 | 11 | 7 | 5 | 12 | 7 |
| Syracuse | 16 | 21 | 12 | 10 | 19 | 12 | 17 | 12 | 18 |

of high school principals took education administration as a major, although more of these men chose humanities than did the CSOs. (This is probably due to the fact that many of the graduate degrees reported by the principals were master's degrees done in conjunction with the subject they were teaching, whereas many more of the CSOs' responses referred to doctorates which are primarily education degrees for both groups.) The urban superintendents overwhelmingly chose educational majors (97%) as we see from Table 15b. However, comparison with the CSO rate of 77% cannot directly be made since the urban survey reported only completed doctorates while the CSO survey included all graduate training. Cross-tabulation revealed no consistent differences when major field of graduate training was analyzed with respect to size of the CSO's district or his length of experience.

*Table 15*

Major Fields of Graduate Study, Chief School Officers

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| *Major Field* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Agriculture | <1% | <1% | 1% | — | — | — | 1% | — | 1% |
| Business | <1 | 1 | — | — | — | 1% | — | — | — |
| Curriculum | <1 | 1 | — | 1% | 1% | — | — | — | 1 |
| Education Administration | 54 | 52 | 63 | 43 | 48 | 53 | 66 | 53% | 51 |
| Education (general) | 19 | 21 | 14 | 24 | 17 | 15 | 15 | 20 | 26 |
| Education Psychology | 1 | <1 | 2 | 1 | 1 | 1 | 1 | 3 | 1 |
| Elementary Education | 2 | 2 | 10 | 2 | 3 | 4 | 2 | 1 | 1 |
| English | 1 | 2 | 1 | 1 | 1 | 2 | 2 | — | 1 |
| Fine Arts/Music | <1 | 2 | — | — | 1 | 1 | — | 1 | — |
| Foreign Language | 1 | 1 | 1 | — | — | 1 | — | — | 1 |
| Guidance | 3 | 5 | 2 | 1 | 7 | 3 | 2 | 3 | 1 |
| History of Education | 1 | 1 | — | — | — | — | — | 3 | — |
| History or Social Studies | 4 | 2 | 3 | 5 | 5 | 1 | 3 | 8 | 2 |
| Mathematics | <1 | — | 1 | — | 1 | 1 | — | — | — |
| Personnel Administration | <1 | — | — | 1 | — | — | — | 1 | — |
| Philosophy of Education | 1 | — | 1 | 1 | 1 | — | 1 | — | 1 |
| Physical Education | <1 | 1 | — | — | 1 | — | — | — | 1 |
| Sciences, biological and physical | 2 | 3 | 2 | 1 | 4 | 3 | — | 4 | 3 |
| Social sciences | 1 | 1 | 1 | 1 | 1 | 1 | — | 3 | 2 |
| Supervision | 1 | 2 | 1 | — | — | 3 | — | 1 | 2 |

c. *Programs and Evaluations.* Four out of five CSOs responded that they had completed a regular graduate program leading to a degree or certificate. However, as we see in Table 16, CSOs in large districts completed regular programs considerably more often (87%) than did small district

### *Table 15a*

### Major Fields of Graduate Study, High School Principals

| *Major Fields* | New York State High School Principals N=993 |
|---|---|
| Business | 1% |
| Education Administration | 59 |
| Humanities and Fine Arts | 15 |
| Physical Education | <1 |
| Sciences and Engineering | 4 |
| Secondary Education | 12 |
| All other fields | 4 |

### *Table 15b*

### Major Fields of Graduate Study for the Doctor's Degree, Urban Superintendents (1959-60 AASA-NEA survey)

| *Major field of Study* | Total N=181* |
|---|---|
| Educational administration and supervision | 78.5% |
| Education (general) | 18.2 |
| All other fields | 3.3 |

*Only those completing the doctoral degree were reported.

### *Table 16*

### Percentage of Chief School Officers Completing Regular Preparation Programs; Evaluation of Programs by Those Completing Them

|  | All Chief School Officers | Chief School Officers in Systems with Enrollments of: |  |  |
|---|---|---|---|---|
| *Percentage Completing Programs* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 |
| Completed a regular program leading to a certificate or a degree | 78% | 72% | 85% | 87% |
| Did not complete such a program | 19 | 25 | 14 | 12 |

*Table 16a*

Evaluations of Preparation Programs

| *Feature of Program* | Average Rating N=441 | Percentage who did not have such a feature in their programs |
|---|---|---|
| Quality of faculty | 4.16 | – |
| Quality of students in program | 2.73 | – |
| Counseling service for students | 2.88 | 10% |
| Placement services | 3.19 | 19 |
| Library and resource facilities | 4.18 | 1 |
| Practical orientation of courses | 3.40 | – |
| Interdisciplinary approach | 3.08 | 23 |
| Internship | 3.05 | 76 |
| Field experience | 3.22 | 64 |
| Cooperation with practicing administrators | 3.25 | 53 |
| Cooperation with State Education Department personnel, professional association personnel | 3.00 | 53 |
| Flexibility of program | 3.34 | 10 |
| Overall Evaluation | 3.53 | – |

Note: The ratings used were weighted as follows: "excellent" = 5, "very good" = 4, "good" = 3, "fair" = 2, "poor" = 1. The weighted ratings below are the average ratings given by the 441 Chief School Officers

CSOs (72%). This suggests that small district CSOs get their certificates more often on a part-time basis, in summers and at night, than do large district CSOs.

In evaluating their graduate programs the CSOs were most pleased with their faculty and facilities, but were most critical of the quality of their fellow students and the extent of cooperation with State Education Department personnel and professional association personnel. As shown in Table 16a, few had internship programs and even those who did didn't rank them highly. This was also true of the field experience evaluations. While the overall average evaluation is "good" to "very good," the survey indicates that internships, interdisciplinary approach, screening of students and counseling services for students are areas in need of improvement.

d. *Degree Information.* Returning now to degree statistics, we find that the average CSO in our study has received the equivalent of 2½ academic years of graduate education. See Tables 17, 17a and 17b. One in five has the doctor's degree – very slightly less than urban superintendents (21.7%)

### *Table 17*

### Amount of Graduate Training: Number of Semesters, Highest Degree Attained

|  | All Chief School Officers | Chief School Officers in Systems with Enrollments of: |  |  | Chief School Officers with CSO Experience: (in years) |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
| *Number of semesters of graduate training* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| One or less . . . | 1% | 2% | — | 2% | 1% | — | — | 3% | 2% |
| Two . . . . . . . . | 8 | 17 | 4% | 6 | 7 | 5% | 7% | 11 | 9 |
| Three . . . . . . | 18 | 21 | 14 | 14 | 14 | 9 | 18 | 20 | 24 |
| Four . . . . . . . | 14 | 17 | 12 | 10 | 15 | 18 | 9 | 15 | 16 |
| Five . . . . . . . | 14 | 16 | 11 | 12 | 17 | 18 | 14 | 8 | 12 |
| Six . . . . . . . . | 13 | 13 | 17 | 7 | 21 | 15 | 10 | 11 | 12 |
| Seven . . . . . . | 8 | 6 | 8 | 12 | 7 | 8 | 10 | 7 | 6 |
| Eight . . . . . . | 5 | 3 | 9 | 5 | 4 | 5 | 6 | 5 | 5 |
| Nine or more . . | 15 | 9 | 21 | 25 | 11 | 21 | 22 | 14 | 9 |
| Average number of semesters . | 5.3 | 4.6 | 6.0 | 6.0 | 5.4 | 6.0 | 6.0 | 5.0 | 4.8 |
| *Highest Degree Earned* |  |  |  |  |  |  |  |  |  |
| No degree . . . . | — | — | — | — | — | — | — | — | — |
| Bachelor's . . . . | 5 | 6 | 3 | 5 | 4 | 7 | 2 | 9 | 4 |
| Master's . . . . . | 75 | 89 | 34 | 57 | 80 | 68 | 73 | 69 | 80 |
| Doctor's . . . . . | 20 | 4 | 33 | 35 | 16 | 25 | 24 | 22 | 14 |

Note: Part-time and summer session study were each valued at half of full-time study; that is, one semester in part-time study, or one summer session, was counted as one-half a regular semester.

and as might be expected, more than high school principals (9.2%). Small district CSOs have considerably less graduate study than larger district CSOs (4.6 compared to 6.0 semesters) and are much less likely to have obtained doctoral degrees (4% versus 35%).

e. *Current work.* Information about the current activities of the CSOs is presented in Table 18. The overall figures show that 1957 was the year during which the average CSO was last enrolled in a graduate course. However, one-third have not had a course in the last 11 years while only one-fifth have taken courses since 1962.

CSOs in large districts finished their graduate activity longer ago than those in smaller districts. 40% of those in the large districts completed their last course before 1955, while only 25% of the smaller district CSOs

*Table 17a*

Highest Degree Attained, High School Principals (1963 NASSP Survey)

| *Highest degree earned* | Total<br>N = 993 |
|---|---|
| No college degree | 0.5 % |
| Bachelor's degree | 6.3 |
| Master's degree | 82.8 |
| Doctor's degree | 9.16 |

*Table 17b*

Highest Degree Attained, Urban Superintendents (1959-60 AASA-NEA Survey)*

| *Highest degree earned* | Total<br>N = 859 |
|---|---|
| No college degree | 2.0% |
| Bachelor's degree | 2.4 |
| Master's degree | 73.9 |
| Doctor's degree | 21.7 |

*Quoted from *Profile*, p. 90.

had done so. However, since the larger systems have more CSOs who have already attained the doctorate, we would expect this to be true.

For the same reason we find that new CSOs have had more recent graduate training – 49% have taken a course since 1962 as compared to 7% of the older CSOs. A much higher percentage of new appointees are actively working toward their degrees than are the CSOs with longer experience.

f. *Certificates Held.* Most CSOs (76%) hold one or two certificates as we can see in Table 19. Only two-thirds of the CSOs hold superintendency certificates (requiring 30 graduate credit hours) while the rest hold either, or both, elementary or secondary principals' certificates (requiring 10 graduate credit hours).

### *Evaluations of Specific Courses*

The CSOs were also asked to evaluate the importance of certain fields of study to successful school administration. They were instructed to rank only those fields in which they had taken one or more courses. The results appear in Table 20. Courses in human skills are the most highly

*Table 18*

## Current Graduate Study by Chief School Officers: Year During Which Last Enrolled in a Graduate Course; Percentage Currently Working Towards Degrees

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| *Year of Last Graduate Course* | N = 565 | Under 1500 N = 262 | 1500-5000 N = 209 | Over 5000 N = 94 | 5 or Less N = 109 | 6-10 N = 97 | 11-15 N = 88 | 16-20 N = 72 | Over 20 N = 164 |
| 1965 | 5% | 6% | 5% | 2% | 10% | 8% | 3% | 5% | 1% |
| 1964 | 7 | 11 | 3 | 6 | 20 | 9 | 1 | 1 | 3 |
| 1963 | 8 | 10 | 10 | 2 | 19 | 13 | 5 | 4 | 3 |
| 1960-1962 | 17 | 20 | 18 | 11 | 18 | 16 | 26 | 15 | 15 |
| 1955-1959 | 26 | 25 | 23 | 35 | 21 | 34 | 24 | 27 | 25 |
| 1950-1954 | 14 | 9 | 19 | 16 | 4 | 9 | 31 | 18 | 9 |
| 1945-1949 | 8 | 8 | 9 | 7 | 4 | 4 | 7 | 14 | 12 |
| 1940-1944 | 6 | 3 | 6 | 10 | — | 1 | 1 | 3 | 16 |
| Before 1940 | 5 | 5 | 4 | 7 | 1 | 3 | 1 | 3 | 13 |
| Median Year | 1957 | 1957 | 1957 | 1957 | 1963 | 1957 | 1957 | 1957 | 1952 |
| *Percentage actively working towards* | | | | | | | | | |
| Master's degree | <1 | <1 | — | — | 2 | 1 | — | — | — |
| Doctor's degree | 8 | 9 | 10 | 5 | 15 | 12 | 10 | 1 | 2 |

*Table 19*

## Administrative and Supervisory Certificates Held by Chief School Officers

| | |
|---|---|
| Number of certificates held: | |
| None | 1% |
| One | 35 |
| Two | 41 |
| Three | 14 |
| More than three | 3 |
| Percentage holding certificates as: | |
| Elementary principal | 22 |
| Secondary principal | 76 |
| Superintendent | 68 |
| Elementary Supervisor | 2 |
| Secondary Supervisor | 1 |

*Table 20*

### Evaluation of Certain Fields of Study to Successful School Administration, According to Chief School Officers Who Have Studied These Fields (1965 Survey)

| | Average ratings according to: | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | All Chief School Offi-cers | Chief School Officers in Systems with Enrollments of: | | Chief School Officers with CSO Experience: (in years) | | | | | |
| *Field of study* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Administrative internship or practice . . . . . | 1.9 | 1.9 | 2.0 | 1.9 | 2.3 | 1.9 | 2.5 | 1.9 | 2.1 |
| Administrative theory . . . . . . | 2.2 | 2.2 | 2.1 | 2.1 | 2.4 | 2.2 | 2.0 | 1.9 | 2.2 |
| Economics . . . | 2.7 | 2.7 | 2.5 | 2.5 | 2.7 | 2.8 | 2.8 | 2.6 | 2.6 |
| English composition . . . . . | 2.0 | 2.1 | 2.3 | 2.1 | 1.9 | 2.0 | 1.9 | 2.2 | 2.1 |
| Group dynamics | 2.1 | 2.1 | 2.0 | 2.3 | 2.0 | 1.7 | 2.1 | 2.0 | 2.2 |
| Guidance . . . . | 2.4 | 2.4 | 2.5 | 2.7 | 2.5 | 2.5 | 2.5 | 2.1 | 2.5 |
| History . . . . . | 3.4 | 3.5 | 3.1 | 3.2 | 3.2 | 3.3 | 3.3 | 3.1 | 3.4 |
| History of education . . . . | 3.1 | 3.2 | 3.0 | 3.0 | 3.1 | 3.2 | 3.0 | 3.0 | 3.2 |
| Human relations | 1.6 | 1.6 | 1.5 | 1.6 | 1.6 | 1.6 | 1.9 | 1.6 | 1.8 |
| Mathematics . . | 3.2 | 3.2 | 3.1 | 3.2 | 3.1 | 3.1 | 3.3 | 3.1 | 3.1 |
| Personnel administration . | 1.7 | 1.6 | 1.7 | 1.7 | 1.7 | 1.6 | 1.6 | 1.6 | 1.7 |
| Philosophy of education . . . . | 2.2 | 2.7 | 2.1 | 2.0 | 2.4 | 2.3 | 2.0 | 2.1 | 2.2 |
| Curriculum theory . . . . . . | 2.0 | 2.0 | 1.9 | 2.1 | 2.0 | 2.0 | 1.7 | 1.8 | 2.2 |
| Physical science. . . . . . | 3.7 | 3.7 | 3.6 | 3.7 | 3.6 | 3.7 | 3.6 | 3.5 | 3.7 |
| Political science | 3.0 | 3.2 | 2.9 | 3.0 | 3.0 | 3.1 | 3.0 | 3.0 | 3.2 |
| Psychology . . . | 2.1 | 2.0 | 2.1 | 2.2 | 2.5 | 2.0 | 2.1 | 2.0 | 2.0 |
| Public relations | 1.6 | 1.5 | 1.6 | 1.8 | 1.6 | 1.6 | 1.6 | 1.6 | 1.6 |
| Public speaking | 1.8 | 1.7 | 1.7 | 1.8 | 1.7 | 1.6 | 1.8 | 1.8 | 1.7 |
| Research methods. . . . . | 2.3 | 2.5 | 2.2 | 2.3 | 2.4 | 2.2 | 2.3 | 2.2 | 2.5 |
| School business management . . | 1.7 | 1.7 | 1.7 | 1.9 | 1.8 | 1.8 | 1.9 | 1.7 | 1.7 |
| School finance . | 1.6 | 1.6 | 1.7 | 1.8 | 1.7 | 1.7 | 1.8 | 1.6 | 1.5 |
| School law . . . | 1.7 | 1.6 | 1.7 | 1.6 | 1.6 | 1.8 | 1.7 | 1.6 | 1.6 |
| Statistics . . . . | 2.6 | 2.7 | 2.4 | 2.7 | 2.8 | 2.4 | 2.6 | 2.5 | 2.6 |
| Sociology . . . . | 2.7 | 2.8 | 2.6 | 2.6 | 2.8 | 2.7 | 2.5 | 2.7 | 2.7 |
| Teaching methods. . . . . | 2.0 | 2.0 | 2.0 | 2.1 | 2.1 | 2.0 | 2.1 | 2.0 | 2.0 |
| Sensitivity training . . . . . | 2.2 | 2.3 | 2.1 | 2.4 | 2.4 | 2.2 | 2.2 | 2.1 | 2.3 |

*(table continued)*

*Table 20 (continued)*

Evaluation of Certain Fields of Study to Successful School Administration, According to Chief of School Officers Who Have Studied These Fields (1965)

| | Five Most Valuable: | | Five Least Valuable: | |
|---|---|---|---|---|
| | *Field* | *Average Value* | *Field* | *Average Value* |
| All Chief School Officers N = 565 | 1. Human relations | 1.6 | 1. Physical science | 3.7 |
| | 2. Public relations | 1.6 | 2. History | 3.4 |
| | 3. School finance | 1.6 | 3. Mathematics | 3.2 |
| | 4. Personnel Admin. | 1.7 | 4. History of Educ. | 3.1 |
| | 5. School business management | 1.7 | 5. Political science | 3.0 |
| | School law | 1.7 | | |
| Chief School Officers in Systems with Enrollments Under 1500 N = 262 | 1. Public relations | 1.5 | 1. Physical science | 3.7 |
| | 2. Human relations | 1.6 | 2. History | 3.5 |
| | 3. Personnel admin. | 1.6 | 3. History of Educ. | 3.2 |
| | 4. School finance | 1.6 | 4. Mathematics | 3.2 |
| | 5. School law | 1.6 | 5. Political science | 3.2 |
| Chief School Officers in Systems with Enrollments 1500-5000 N = 209 | 1. Human relations | 1.5 | 1. Physical science | 3.6 |
| | 2. Public relations | 1.6 | 2. History | 3.1 |
| | 3. Public speaking | 1.7 | 3. Mathematics | 3.1 |
| | School Business management | 1.7 | | |
| | 4. Personnel admin. | 1.7 | 4. History of Educ. | 3.0 |
| | 5. School finance | 1.7 | 5. Political science | 2.9 |
| | School law | 1.7 | | |
| Chief School Officers in Systems with Enrollments Over 5000 N = 94 | 1. Human relations | 1.6 | 1. Physical science | 3.7 |
| | 2. School law | 1.6 | 2. History | 3.2 |
| | 3. Personnel Admin. | 1.7 | 3. Mathematics | 3.2 |
| | 4. Public relations | 1.8 | 4. History of Educ. | 3.0 |
| | Public speaking | 1.8 | | |
| | 5. School finance | 1.8 | 5. Political science | 3.0 |
| Chief School Officers with Experience of 5 or less years N = 109 | 1. Human relations | 1.6 | 1. Physical science | 3.6 |
| | 2. Public relations | 1.6 | 2. History | 3.2 |
| | 3. School law | 1.6 | 3. History of Educ. | 3.1 |
| | 4. Personnel admin. | 1.7 | 4. Mathematics | 3.1 |
| | 5. Public speaking | 1.7 | 5. Political science | 3.0 |
| | School finance | | | |
| Chief School Officers with Experience of 6-10 years N = 97 | 1. Human relations | 1.6 | 1. Physical science | 3.7 |
| | 2. Personnel admin. | 1.6 | 2. History | 3.3 |
| | 3. Public relations | 1.6 | 3. History of Educ. | 3.2 |
| | 4. Public speaking | 1.6 | 4. Mathematics | 3.1 |
| | 5. Group dynamics | 1.7 | 5. Political science | 3.1 |
| | School finance | 1.7 | | |

*Table 20 (continued)*

Evaluation of Certain Fields of Study to Successful School Administration, According to Chief of School Officers Who Have Studied These Fields (1965)

| | Five Most Valuable: | | Five Least Valuable: | |
|---|---|---|---|---|
| | *Field* | *Average Value* | *Field* | *Average Value* |
| Chief School Officers with Experience of 11-15 years N=88 | 1. Personnel admin. | 1.6 | 1. Physical science | 3.6 |
| | 2. Public relations | 1.6 | 2. History | 3.3 |
| | 3. Curriculum theory | 1.7 | 3. Mathematics | 3.3 |
| | 4. School law | 1.7 | 4. History of Educ. | 3.0 |
| | 5. Public speaking | 1.8 | 5. Political science | 3.0 |
| | School finance | 1.8 | | |
| Chief School Officers with Experience of 16-20 years N=72 | 1. Human relations | 1.6 | 1. Physical Science | 3.5 |
| | 2. Personnel admin. | 1.6 | 2. History | 3.1 |
| | 3. Public relations | 1.6 | 3. Mathematics | 3.1 |
| | 4. School finance | 1.6 | 4. History of Educ. | 3.0 |
| | 5. School law | 1.6 | 5. Political science | 3.0 |
| Chief School Officers with Experience of over 20 years N=164 | 1. School finance | 1.5 | 1. Physical science | 3.7 |
| | 2. Public relations | 1.6 | 2. History | 3.4 |
| | 3. School law | 1.6 | 3. History of Educ. | 3.2 |
| | 4. Personnel admin. | 1.7 | 4. Political science | 3.2 |
| | Public speaking | 1.7 | | |
| | 5. School business management | 1.7 | 5. Mathematics | 3.1 |

Note: Respondents were asked to rank only those fields in which they had had one or more course. Ratings used were:

1 = essential
2 = very important
3 = quite important
4 = moderately important
5 = not very important

Ratings reported above represent the *average* evaluation given each field. It should be remembered that the *lower* the rating, the *more important* the field of study was felt to be.

valued. Technical skills (e.g., school finance, law) represent the second most highly valued group of courses with those relating to conceptual skills (e.g., curriculum theory, philosophy of education) following in third place. More specifically, human relations, public relations and school finance were judged most valuable with personnel administration, school business management and school law grouped close behind. Physical science was given the least valued rating, while history, mathematics, history of education and political science were also devalued by the general population of CSOs.

In comparing the present results with a similar survey conducted with high school principals we find that the CSOs emphasize human skills more and curriculum and instruction less. See Table 20a. The latter finding probably reflects the difference in the salience of teaching between the two groups. However, both share in the relative de-emphasis accorded political science and history of education.

In the 1960 survey of urban superintendents shown in Table 20b,

*Table 20a*

Subjects of Potential Value to a Beginning Secondary Principal, According to High School Principals (1963 NASSP Survey)

| *Subject Field* | Form 1 Respondents' Average Rating N=191 | Form 2 Respondents' Average Rating N=185 | Form 3 Respondents' Average Rating N=211 | Form 4 Respondents' Average Rating N=200 | Form 5 Respondents' Average Rating N=206 |
|---|---|---|---|---|---|
| Administrative theory and practice | 2.1 | | | | |
| Plant design and maintenance | 3.2 | | | | |
| General psychology | 2.4 | | | | |
| Public relations | 2.4 | | | | |
| Philosophy of Education | 2.5 | | | | |
| Secondary school organization | | 2.1 | | | |
| Curriculum development | | 1.9 | | | |
| Counseling and guidance theory and practice | | 2.3 | | | |
| Planning, scheduling, extracurricular activities | | 2.6 | | | |
| School business management | | 2.5 | | | |
| School law | | | 2.1 | | |
| Human relations | | | 1.7 | | |
| Psychology of learning | | | 2.0 | | |
| History of education | | | 3.4 | | |
| Research methodology | | | 3.1 | | |
| Supervision of instruction | | | | 1.6 | |
| Vocational education | | | | 3.4 | |
| Child and adolescent development | | | | 1.9 | |
| Social and economic context of education | | | | 3.0 | |
| Political science | | | | 3.3 | |
| School finance & budgeting | | | | | 2.2 |
| Personnel administration | | | | | 1.7 |
| Tests and measurements | | | | | 2.5 |
| Community relations | | | | | 2.4 |
| Comparative education | | | | | 3.2 |

*(table continued)*

*Table 20a (continued)*

Subjects of Potential Value to a Beginning Secondary Principal, According to High School Principals (1963 NASSP Survey)

| Five Most Valuable: | | Five Least Valuable: | |
|---|---|---|---|
| Supervision of instruction | 1.6 | History of education | 3.4 |
| Personnel administration | 1.7 | Vocational education | 3.4 |
| Human relations | 1.7 | Political science | 3.3 |
| Curriculum development | 1.9 | Plant design and maintenance | 3.2 |
| Child and adolescent development | 1.9 | | |
| | | Comparative education | 3.2 |

Notes: 1) The NASSP Survey used five questionnaire forms, each of which asked respondent's opinions about five different subject fields.

2) The ratings used by respondents were

1 = absolutely essential
2 = extremely valuable
3 = quite valuable
4 = of some value
5 = of little or no value

Ratings reported above represent the *average* evaluation given each subject field. It should be remembered that the *lower* the rating, the *more important* the field of study was felt to be.

finance and curriculum courses were judged to be most valuable ahead of courses dealing with human skills. The current group of CSOs reverses the order of finance and human relations, and while ranking curriculum courses fairly high, they do not include them among the most important.

The more detailed analyses of the data by size of district and experience of the administrator revealed few differences from the gross averages obtained from the total sample. The older, more experienced men placed slightly more value on school finance and business management than did the newer CSOs. The overall result clearly shows agreement on a high evaluation of the importance of courses dealing with the human aspects of administration.

When asked to choose the five fields of study "which would be most valuable" to them if they were able "to take additional courses now," the CSOs corroborate their evaluation of courses they had already taken. See Table 21. 52% chose personnel administration followed by 49% listing public relations. Human relations and school finance and law received 38% and 36% of the choices, respectively. In view of the relatively low rating given in evaluations of similar courses previously taken, a surprisingly high percentage (38%) also indicated that they would take curriculum theory. This choice was consistent with data from the previous high school principal and urban superintendent studies and was rated "very important" by the CSOs in Table 20. It appears third among the courses evaluated here as being most valuable for additional training.

### *Table 20b*

### Importance of Study in Various Subject Fields, According to Urban Superintendents (1959-1960 AASA-NEA Survey)

| *Field of Study* | Urban Superintendents N=845 |
|---|---|
| Administrative theory and practice | .61 |
| Adult education | 1.76 |
| Business management | .46 |
| Curriculum | .33 |
| Economics | 1.28 |
| Group dynamics | 1.11 |
| History of education | 1.48 |
| Human relations | .45 |
| Mathematics | 1.70 |
| Personnel administration | .49 |
| Philosophy of education | .73 |
| Physical science | 1.86 |
| Political science | 1.58 |
| Psychology | .86 |
| Public relations | .35 |
| Research | 1.00 |
| School finance | .26 |
| School plant | .62 |
| Sociology | 1.29 |
| Teaching methods | .75 |

| Five Most Valuable: | | Five Least Valuable: | |
|---|---|---|---|
| School finance | .26 | Physical science | 1.86 |
| Curriculum | .33 | Adult education | 1.76 |
| Public relations | .35 | Mathematics | 1.70 |
| Human relations | .45 | Political science | 1.58 |
| Business management | .46 | History of education | 1.48 |

Notes: Respondents used the following rating scales
A = Essential
B = Important
C = Of some small importance
D = Unimportant

The table reported in *Profile*, p. 119, weighted these responses in such a fashion that the higher the weighted rating, the more importance was assigned to the subject. That procedure is reversed here in order to make this table consistent with Tables 20 and 20a, and weighted evaluations are adapted so that, as in those tables, the *lower* the rating the greater the importance attached to the subject-field.

### *Table 21*

## Fields of Study Chief School Officers Would Pursue, if Possible

| *Field of Study* | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Administrative internship or practice | 20% | 24% | 19% | 15% | 17% | 13% | 18% | 28% | 27% |
| Administrative theory | 22 | 23 | 26 | 19 | 23 | 20 | 21 | 32 | 20 |
| Curriculum theory | 38 | 40 | 41 | 35 | 40 | 40 | 45 | 45 | 31 |
| Economics | 7 | 3 | 10 | 9 | 11 | 5 | 9 | – | 9 |
| English composition | 10 | 9 | 11 | 11 | 17 | 9 | 6 | 8 | 12 |
| Group dynamics | 28 | 20 | 33 | 35 | 21 | 26 | 32 | 32 | 28 |
| Guidance | 9 | 7 | 9 | 5 | 8 | 2 | 7 | 9 | 13 |
| History | 3 | 1 | 5 | 3 | 4 | 1 | 2 | – | 5 |
| History of education | 3 | 3 | 4 | 3 | 6 | 2 | 7 | – | 4 |
| Human Relations | 38 | 33 | 39 | 48 | 36 | 39 | 37 | 38 | 41 |
| Mathematics | 4 | 4 | 5 | 1 | 6 | – | 3 | 4 | 6 |
| Personnel administration | 52 | 54 | 51 | 52 | 53 | 46 | 54 | 56 | 55 |
| Philosophy of education | 13 | 13 | 14 | 15 | 14 | 10 | 19 | 6 | 11 |
| Physical science | 3 | 1 | 5 | 2 | 6 | 2 | 4 | 1 | 4 |
| Political Science | 10 | 8 | 16 | 13 | 15 | 11 | 15 | 7 | 8 |
| Psychology | 13 | 15 | 14 | 10 | 11 | 12 | 8 | 8 | 18 |
| Public Relations | 49 | 53 | 46 | 49 | 47 | 50 | 49 | 52 | 52 |
| Public speaking | 20 | 27 | 20 | 11 | 26 | 24 | 13 | 20 | 23 |
| Research methods | 18 | 13 | 25 | 17 | 18 | 18 | 15 | 17 | 21 |
| School Business management | 34 | 39 | 32 | 26 | 37 | 36 | 34 | 31 | 33 |
| School finance | 36 | 42 | 26 | 25 | 43 | 33 | 33 | 33 | 35 |
| School law | 36 | 41 | 27 | 31 | 45 | 29 | 29 | 32 | 38 |
| Statistics | 7 | 7 | 10 | 8 | 9 | 13 | 8 | 3 | 8 |
| Sociology | 12 | 9 | 19 | 14 | 14 | 12 | 15 | 8 | 12 |
| Teaching methods | 15 | 17 | 13 | 15 | 13 | 18 | 15 | 12 | 18 |
| Sensitivity training | 19 | 15 | 21 | 21 | 17 | 15 | 27 | 10 | 21 |

*(table continued)*

*Table 21 continued*

### The Five Fields of Study Which Chief School Officers Would Most Likely Pursue

| | *Field* | *Per cent* who would pursue |
|---|---|---|
| All Chief School Officers<br>N = 565 | 1. Personnel Administration | 52% |
| | 2. Public Relations | 49 |
| | 3. Curriculum theory | 38 |
| | 4. Human relations | 38 |
| | 5. School finance | 36 |
| | School law | 36 |
| Chief School Officers in Systems with Enrollments under 1500<br>N = 244 | 1. Personnel administration | 54 |
| | 2. Public relations | 53 |
| | 3. School finance | 42 |
| | 4. School law | 41 |
| | 5. Curriculum theory | 40 |
| Chief School Officers in Systems with Enrollments 1500-5000<br>N = 190 | 1. Personnel administration | 51 |
| | 2. Public relations | 46 |
| | 3. Curriculum theory | 41 |
| | 4. Human relations | 39 |
| | 5. Group dynamics | 33 |
| Chief School Officers in Systems with Enrollments Over 5000<br>N = 83 | 1. Personnel administration | 52 |
| | 2. Public relations | 49 |
| | 3. Human relations | 48 |
| | 4. Curriculum theory | 35 |
| | 5. Group dynamics | 35 |
| Chief School Officers with CSO experience of 5 or less years<br>N = 109 | 1. Personnel administration | 53 |
| | 2. Public relations | 47 |
| | 3. School law | 45 |
| | 4. School finance | 43 |
| | 5. Curriculum theory | 40 |
| Chief School Officers with CSO experience of 6-10 years<br>N = 97 | 1. Public relations | 50 |
| | 2. Personnel administration | 46 |
| | 3. Curriculum theory | 40 |
| | 4. Human relations | 39 |
| | 5. School business management | 36 |
| Chief School Officers with CSO experience of 11-15 years<br>N = 88 | 1. Personnel administration | 54 |
| | 2. Public relations | 49 |
| | 3. Curriculum theory | 45 |
| | 4. Human relations | 37 |
| | 5. School business management | 34 |
| Chief School Officers with CSO experience of 16-20 years<br>N = 72 | 1. Personnel administration | 56 |
| | 2. Public relations | 52 |
| | 3. Curriculum theory | 45 |
| | 4. Human relations | 38 |
| | 5. School finance | 33 |
| Chief School Officers with CSO experience over 20 years<br>N = 164 | 1. Personnel administration | 55 |
| | 2. Public affairs | 52 |
| | 3. Human relations | 41 |
| | 4. School law | 38 |
| | 5. School finance | 35 |

## *The Career Patterns of Chief School Officers*

*Motivations to Enter School Administration.* In trying to decipher the career patterns of our sample of CSOs we first asked about their reasons for entering educational administration. The top choice, (58%) "I liked to organize and administer," reflects a personal drive inherent in the respondents. The second most frequently chosen motive (first among urban superintendents, see Table 22a) was the attraction of higher salaries. Opportunity for better service, and the enjoyment of seeing their ideas put into effect, were both considered important reasons by 40% or more of the respondents.

We see in Table 22 that CSOs in smaller districts are more apt to list their interest in a higher salary as an important motivating force. The smaller district men are also more inclined to approach administration "to see if I would like it." In contrast the men from larger districts more often reported motivations based on the influence of a specific college teacher and the enjoyment of leading, organizing and administering.

When viewed with respect to years of experience as CSO the data show two interesting tendencies. The older men were more influenced by the encouragement of the board of education, while the younger men indicate previous administrative experience in another field. However, most of the other reasons given for entering educational administration did not differentiate among the experience groupings in a way that indicated a consistent pattern.

## *The Career Pattern*

a. *Non-Educational Experience.* Well over one-half the CSOs surveyed had worked outside the field of education (full-time for one year or more) usually as operatives, professionals, technicians, clerks or salesmen. Comparisons of Tables 23 and 23a show that the men in the present survey have had much more non-educational experience than the urban superintendents.

One can also clearly see the fact that many more of the newer CSOs have had work experience outside education as operatives (apprentice, driver, etc). This supports the earlier evidence that the newer men are from families with lower SES than the older men and thus probably had to work more to earn their education. It also is consistent with the data from the section on motivation which indicated that the newer men have had more experience in other fields. However, since older, more experienced CSOs report less experience in this category than do the newer men, we might wonder if the factor of "memory" might be biasing the results. The fact that the operative category is the least prestigious among those listed might be contributing to the skewed result.

b. *Teaching experience.* The 7.8 years average points to the mildly surprising fact that CSOs have relatively short teaching careers. In comparison high school principals taught an average of 12.6 years before assuming their administrative duties. See Tables 24 and 24a.

We also see that the smaller the district size, the more probable is a longer teaching career for the CSO. This is largely due to the fact that twice as many (35%) of the CSOs in small systems taught more than 10 years than did those in large systems (17%). For 10 years and less, no such consistent trends are apparent in the different sized districts. Neither are there significant patterns when the data is analyzed by length of experience categories.

Information was also collected regarding the subjects taught by the respondents. Averages taken from the group as a whole (reported in Table 25) show mathematics and science as most frequent (18% and

*Table 22*

Motivations of Chief School Officers: Frequency of Mention of Various Motives as One of Four Most Important

|  | All Chief School Officers | Chief School Officers in Systems with Enrollments of: |  |  | Chief School Officers with CSO Experience: (in years) |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
| *Motive* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| I liked to organize and administer . . . | 58% | 52% | 64% | 63% | 68% | 54% | 64% | 58% | 68% |
| The work offered higher salaries . | 57 | 63 | 54 | 53 | 57 | 56 | 56 | 56 | 62 |
| Administration offered a better opportunity for service . . . . . . | 55 | 54 | 56 | 53 | 62 | 52 | 62 | 57 | 52 |
| I enjoy seeing my ideas put into effect . . . . . . | 40 | 39 | 38 | 41 | 47 | 39 | 43 | 25 | 37 |
| I enjoyed being a leader . . . . . | 39 | 38 | 40 | 43 | 43 | 41 | 35 | 35 | 39 |
| I was influenced or inspired by a practicing administrator . . | 35 | 36 | 33 | 34 | 34 | 30 | 32 | 38 | 39 |
| I was encouraged by the |  |  |  |  |  |  |  |  |  |

*(table continued)*

*Table 22 (Continued)*

Motivations of Chief School Officers: Frequency of Mention of Various Motives as One of Four Most Important

| *Motive* | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Board of Education. . . . | 26 | 28 | 24 | 22 | 19 | 26 | 21 | 31 | 31 |
| I wanted to see if I would like administration . | 14 | 21 | 11 | 3 | 23 | 11 | 12 | 17 | 9 |
| I had administrative experience in other fields. . . . . . . | 11 | 11 | 14 | 3 | 14 | 10 | 18 | 8 | 7 |
| I received encouragement from college teachers . . . . . | 11 | 10 | 14 | 6 | 4 | 14 | 14 | 13 | 14 |
| I did not enjoy a subordinate role in education | 8 | 9 | 7 | 10 | 9 | 8 | 11 | 1 | 7 |
| I was influenced or inspired by a specific college teacher . . . . . | 9 | 4 | 13 | 17 | 4 | 11 | 4 | 13 | 8 |

Each respondent was asked to rank, in a list of twelve motives, no more than four which were important reasons for his decision to enter educational administration. He was instructed to rank them in order of importance from 1 to 4.

Table 22 reports the percentages of respondents who included each motive among the four most important to them.

Note: Totals in each column far exceed 100%, since each respondent mentioned up to four motives in his reply.

14%) with social studies and English following closely behind. 10% reported that they had taught physical education prior to their chief school officership.

Compared to urban superintendents (Table 25a) more of the CSOs taught physical education, while fewer taught social studies. A large percentage (22%) of the urban men came from elementary teaching as compared to the insignificant 2% of the CSOs.

Within the CSO population cross-tab analysis was run by district size and length of experience. The only consistent trend conspicuous in these data is that the men in smaller districts are more likely to have been physical education teachers.

### *Table 22a*

### Reasons Why Urban Superintendents Become Interested in Educational Administration (1959-60 AASA-NEA Survey)

| *Reason* | Per cent of Urban Superintendents Listing Reason (N=850) |
|---|---|
| The work offered higher salaries | 79.8% |
| Administration offered a better opportunity for service | 67.2 |
| I enjoyed being a leader | 56.4 |
| Received encouragement from other administrators | 54.4 |
| Received encouragement from board of education | 46.4 |
| Received encouragement from college teachers | 40.8 |
| Had administrative experience in another field, i.e., armed forces, business, etc. | 15.1 |
| I did not enjoy a subordinate role in education | 12.4 |
| There was a shortage of administrative personnel in my region | 6.8 |
| Other reasons | 10.9 |

Note: No restriction on the number of reasons checked was imposed in the 1959-60 survey. See *Profile,* pp. 68, 113.

### *Table 23*

### Non-Educational Work Experience of Chief School Officers, Excluding Military Service

|  | All Chief School Officers | Chief School Officers with CSO Experience: (in years) |  |  |  |  |
|---|---|---|---|---|---|---|
| *Worked Full-time One Year or more as:** | N=565 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Professional or Technical worker | 11% | 11% | 5% | 10% | 13% | 9% |
| Farmer or farm manager | 1 | 2 | – | 2 | 1 | 4 |
| Sales worker | 7 | 8 | 3 | 7 | 8 | 8 |
| Proprietor, manager or official | <1 | – | 2 | 2 | 2 | 4 |
| Clerical worker | 8 | 6 | 5 | 6 | 3 | 10 |
| Skilled worker, craftsman or foreman | 3 | 4 | 3 | 3 | 4 | 4 |
| Operative (apprentice, driver, etc.) | 40 | 65 | 57 | 53 | 33 | 19 |
| Farm laborer or farm labor foreman | <1 | 2 | 2 | – | 1 | 1 |
| Laborer | 3 | 3 | 4 | 4 | 4 | 3 |

*The occupation categories are those used by the U.S. Census

*Table 23a*

## Non-Educational Work Experience of Urban Superintendents (1959-60 AASA-NEA Survey), Excluding Military Service

| *Type of Work Experience* | Per cent of Urban Superintendents N=859 |
|---|---|
| Professional or technical work | 12.9% |
| Laborer (agricultural and other) | 8.5 |
| Proprietor or managerial work | 6.7 |
| Clerical and sales work, service occupations | 14.9 |
| Entertainment and recreational work | 2.0 |
| Government work | 0.6 |

Note: Adapted from *Profile,* Table 40, p. 111.

*Table 24*

## Number of Years' Teaching Experience, Chief School Officers

|  | All Chief School Officers | Chief School Officers in Systems with Enrollments of: |  |  | Chief School Officers with CSO Experience: (in years) |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
| *Number of years taught* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Three or less | 11% | 11% | 9% | 12% | 10% | 11% | 10% | 7% | 15% |
| Four | 8 | 4 | 7 | 18 | 10 | 9 | 2 | 7 | 9 |
| Five | 8 | 8 | 8 | 7 | 7 | 8 | 11 | 3 | 9 |
| Six | 8 | 7 | 9 | 5 | 6 | 4 | 13 | 6 | 11 |
| Seven | 9 | 8 | 8 | 14 | 10 | 12 | 7 | 10 | 7 |
| Eight | 7 | 7 | 9 | 4 | 5 | 11 | 8 | 8 | 5 |
| Nine | 6 | 7 | 6 | 8 | 5 | 6 | 6 | 8 | 7 |
| Ten | 8 | 7 | 11 | 7 | 8 | 8 | 5 | 17 | 7 |
| More than ten | 28 | 35 | 24 | 17 | 37 | 19 | 33 | 32 | 25 |
| Average yrs. | 7.8 | 8.1 | 7.7 | 6.9 | 8.0 | 7.4 | 7.9 | 8.6 | 7.3 |

### *Table 24a*

## Number of Years' Teaching Experience, High School Principals (1963 NASSP Survey)

| *Number of years taught:* | High School Principals<br>N=993 |
|---|---|
| Three or less | 6.0% |
| Four to six years | 14.3 |
| Seven to nine years | 18.7 |
| Ten years or more | 60.9 |
| Average | 12.6 years |

### *Table 25*

## Subjects Taught for Most Years by Chief School Officers (1965 Survey)

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| *Subject Field* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Mathematics | 18% | 20% | 17% | 19% | 18% | 10% | 10% | 19% | 27% |
| Science | 14 | 14 | 14 | 14 | 20 | 10 | 9 | 23 | 16 |
| Social Studies | 12 | 7 | 11 | 10 | 5 | 10 | 13 | 12 | 7 |
| English | 11 | 10 | 12 | 12 | 8 | 13 | 23 | 4 | 9 |
| Physical Education | 10 | 11 | 9 | 6 | 8 | 11 | 12 | 12 | 4 |
| Agriculture | 3 | 3 | 4 | 1 | 4 | 3 | 1 | 2 | 4 |
| Business | 3 | 4 | 1 | 2 | 7 | 1 | 6 | 2 | 2 |
| Music | 2 | 2 | 2 | 1 | 7 | — | 3 | — | — |
| Elementary Education | 2 | 2 | 2 | — | 2 | 1 | — | 4 | 3 |
| Art | 1 | 1 | 1 | — | 2 | 1 | — | — | — |
| Industrial Arts | 1 | 2 | — | — | 2 | — | — | — | 1 |
| Foreign Language | 1 | 1 | 1 | — | 2 | 1 | 1 | — | — |
| Total | 78% | | | | | | | | |

Note: Columns total less than 100% because a number of Chief School Officers did not teach at all, and others did not designate the subjects they taught.

*Table 25a*

Subjects Taught by Urban Superintendents
(1959-60 AASA-NEA Survey)

| *Subject Field* | Urban Superintendents N=851 |
|---|---|
| Mathematics | 28.3 |
| Science | 28.8 |
| Social Studies | 30.0 |
| English | 13.2 |
| Physical Education | 7.5 |
| Agriculture | 1.2 |
| Business | 4.7 |
| Music | 2.6 |
| Elementary Education | 22.0 |
| Art | 0.5 |
| Industrial Arts | 3.8 |
| Foreign Language | 4.3 |

Note: respondents indicated *all* subjects taught, rather than the one taught for the most years. Adapted from *Profile,* Table 38, pp. 108-109.

*Table 26*

Number of Years Total Experience in School Administration,
Chief School Officers (1965 Survey)

| | | Chief School Officers in Systems with Enrollments: | | |
|---|---|---|---|---|
| *Number of Years Experience* | Total N=565 | Under 1500 N=262 | 1500 to 5000 N=209 | Over 5000 N=94 |
| Less than three years | 4% | 8% | 2% | 1% |
| Three to five years | 7 | 12 | 5 | 2 |
| Six to eight years | 5 | 8 | 3 | — |
| Nine to eleven years | 13 | 12 | 15 | 13 |
| Twelve to fourteen years | 12 | 11 | 14 | 12 |
| Fifteen to twenty years | 24 | 24 | 27 | 17 |
| Over twenty years | 32 | 24 | 31 | 47 |
| Average | 14.4 years | 14.2 years | 15.6 years | 15.6 years |

c. *Total Administrative Experience.* The overall average number of years of administrative experience for our population was 14.4 years. Stated another way, it means that they entered school administration on the average at the age of 37. The average for high school principals, as seen in Table 26a, is 10.1 years. Given their average age of 47, it means that they too entered the administrative ranks at about 37 years of age.

In the 8 years and below categories we again see (from Table 26) that the smaller systems have less experienced men. The overwhelming difference comes in the "over twenty years" category in which we see almost one-half the men from districts with over 5000 enrollment compared to one quarter of the CSOs from the small districts. Contrasting the CSO and principal data we also see that while 32% of all CSOs have administrative experience of over twenty years, only 14.1% of the principals have been in school administration for 20 or more years.

*Table 26a*

Number of Years Total Experience in School Administration, High School Principals (1963 NASSP Survey)

| *Number of Years Experience* | High School Principals N=993 |
|---|---|
| One to three years | 21.9% |
| Four or five years | 13.2 |
| Six or seven years | 12.8 |
| Eight or nine years | 9.8 |
| Ten to fourteen years | 16.4 |
| Fifteen to nineteen years | 11.7 |
| Twenty to twenty-four years | 5.6 |
| Twenty-five years or more | 8.5 |
| Average | 10.1 years |

d. *Years in Present Position.* In general, the tenure of the CSOs in their current position is greater than might be expected – almost 10 years. One in eight has held the same job for more than 20 years. The length of tenure for CSOs (Table 27) is the same for the average principal (Table 27a), although we see that a higher percentage of principals is in the shorter categories.

The CSO-urban superintendent comparison shows a slightly longer tenure for the CSOs (9.9 compared to 9.1 years), but also reveals differences in the distributions (Table 27b). In Table 27c we see that urban superintendents have a smaller percentage of men of both short and long tenure, but have more than the CSOs in the middle ranges.

Due to the fact that the smaller district men are "over-represented" in the shorter tenure categories and are "under-represented" in the longer categories, the average tenure for them (9.7 years) is slightly shorter than the larger system CSOs (10.3 years).

### *Table 27*

### Years in Present Position, Chief School Officers (1965 Survey)

| *Number of Years in Present Position:* | Total N=565 | Chief School Officers in Systems with Enrollments: Under 1500 N=262 | 1500 to 5000 N=209 | Over 5000 N=94 |
|---|---|---|---|---|
| Less than three years | 21% | 21% | 23% | 14% |
| Three to five years | 20 | 21 | 16 | 22 |
| Six to eight years | 11 | 12 | 12 | 9 |
| Nine to eleven years | 10 | 8 | 12 | 15 |
| Twelve to fourteen years | 7 | 7 | 5 | 8 |
| Fifteen to twenty years | 13 | 13 | 17 | 8 |
| Over twenty years | 12 | 11 | 9 | 16 |
| Average | 9.9 years | 9.7 years | 9.8 years | 10.3 years |

### *Table 27a*

### Years in Present Position, High School Principals (1963 NASSP Survey)

| *Number of Years in Present Position:* | High School Principals N=993 |
|---|---|
| Less than three years | 25.1% |
| Three to five years | 25.9 |
| Six to eight years | 15.6 |
| Nine to eleven years | 10.7 |
| Twelve to fourteen years | 6.6 |
| Fifteen to seventeen years | 5.9 |
| Eighteen years or more | 9.4 |
| Average | 9.9 years |

We see clearly from Table 29 that the teacher-line administrator-CSO and teacher-CSO patterns predominate; almost 80% of those surveyed reported one of these career lines. The relatively light certification requirements for the superintendency in New York State permit 38% of the CSOs to leave teaching and directly enter administration at the CSO level.

A glance at Table 29a reveals that considerably fewer urban superintendents (only 11.3%) took their jobs directly from teaching. The teacher-principal (line)-CSO pattern was the most common route to the superintendency for these men, too.

The small districts are more likely to move a man from teaching directly into a CSO post than are large districts. The smaller districts with their smaller staffs are also less likely to have CSOs with previous staff experience.

However, examination of the teacher-CSO career pattern for men with different career lengths reveals an interesting relationship (Tables 28 and 29). In general, CSOs with less than 5 years and more than twenty years experience are much more likely to have taken their administrative jobs directly from teaching positions than are CSOs of intermediate experience. [No immediately obvious explanation for this fact presents itself. Would the demand for new CSOs be so high in the late 40s and recent years (and so different from the intervening years) as to make this direct line more prevalent?]

*Table 27b*

Years in Present Position, Urban Superintendents
(1959-60 AASA-NEA Survey)

| *Number of Years in Present Position:* | Urban Superintendents<br>N=859 |
|---|---|
| Less than five years . . . . . . . . . . . . . . . . . . . . . . . . | 34.9% |
| Five to nine years . . . . . . . . . . . . . . . . . . . . . . . . | 27.6 |
| Ten to fourteen years . . . . . . . . . . . . . . . . . . . . . . . | 21.4 |
| Fifteen to nineteen years . . . . . . . . . . . . . . . . . . . . . | 7.2 |
| Twenty to twenty-four years . . . . . . . . . . . . . . . . . . . | 3.9 |
| Twenty-five years or more . . . . . . . . . . . . . . . . . . . . | 5.0 |
| Average . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | 9.1 years |

*Table 27c*

Years in Present Position, CSO (1965) and Urban Superintendents
(1960) (data from Tables 27 and 27b)

| Years | CSO | Years | Urban Superintendents |
|---|---|---|---|
| ≤5 | 41% | <5 | 34.9% |
| 6-11 | 21 | 5-9 | 27.6 |
| 12-20 | 20 | 10-19 | 28.6 |
| > 20 | 12 | ≥ 20 | 8.9 |

e. *Career lines.* To explore the pattern leading to the CSO position we gathered information concerning both the job held prior to the current chief school officership and the general career line of the men during their working experience. Most of the men had been CSOs (30%), building principals (28%) or teachers (15%) immediately prior to the chief school officership that they occupied when the survey was taken. As we might expect, they came from other CSO posts less often than their urban counterparts (see Table 28a) and from teaching almost three times as often.

*Table 28*

Position Held Immediately Prior to Current Chief School Officership (1965 Survey)

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| *Position* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Chief school officer | 30% | 25% | 34% | 37% | 11% | 25% | 35% | 36% | 42% |
| Central office assistant (line administrator) | 10 | 5 | 10 | 23 | 18 | 13 | 8 | 7 | 3 |
| Central office official (staff administrator) | 5 | 5 | 5 | 11 | 9 | 7 | 8 | — | 2 |
| Building principal | 28 | 24 | 33 | 21 | 24 | 32 | 29 | 28 | 27 |
| Other administrator | 11 | 13 | 8 | — | 12 | 11 | 8 | 10 | 8 |
| Teacher | 15 | 25 | 4 | 2 | 21 | 11 | 11 | 12 | 15 |

*Table 28a*

Position Held Immediately Prior to Current Urban Superintendency (1959-60 AASA-NEA Survey)

| *Position:* | Urban Superintendents (N=850) |
|---|---|
| Superintendent | 46.1% |
| Central Office assistant (line administrator) | 12.1 |
| Central office official (staff administrator) | 3.8 |
| Building principal | 29.4 |
| Other administrator | 2.9 |
| Teacher | 5.7 |

Adapted from *Profile,* Table 39, p. 110.

*Table 29*

Career Routes of Chief School Officers (1965 Survey)

|  | All Chief School Officers | Chief School Officers in Systems with Enrollments of: |  |  | Chief School Officers with CSO Experience: (in years) |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
| *Career Route* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Teacher-line-CSO | 40% | 35% | 48% | 43% | 34% | 48% | 48% | 42% | 40% |
| Teacher-CSO | 38 | 46 | 29 | 30 | 40 | 26 | 29 | 41 | 51 |
| Teacher-staff-line-CSO | 7 | 3 | 7 | 11 | 10 | 10 | 7 | 4 | 4 |
| Teacher-staff-CSO | 5 | 5 | 6 | 5 | 6 | 6 | 7 | 6 | 2 |
| Staff-line-CSO | 1 | 1 | 1 | 1 | 1 | 3 | 2 | – | – |
| Teacher-line-staff-CSO | 1 | 1 | 3 | 3 | 2 | 2 | 2 | 2 | 1 |

Notes: "Line" = line administrators such as building principals and assistant building principals, assistant district principals and assistant superintendents.

"Staff" = staff administrators such as guidance directors, curriculum coordinators, business managers, department heads.

*Table 29a*

Combinations of Educational Positions Held, Urban Superintendents (1959-60 AASA-NEA Survey)

| *Positions Held* | Urban Superintendents N=859 |
|---|---|
| Teacher, principal, superintendent | 50.9% |
| Teacher, principal, central office, superintendent | 15.8 |
| Teacher only | 11.3 |
| Principal only | 7.9 |
| Teacher, central office, superintendent | 3.3 |
| Principal, central office, superintendent | 1.9 |

Adapted from *Profile,* Table 41, p. 112.

Small district CSOs came from teaching jobs into administration much more often than larger district men. However, CSOs from larger systems had occupied other CSO posts or central office line jobs more often. Consistent with this information are the data in Table 28 which show that the older CSOs had been CSOs before their present position more often then the less experienced men. They also came from central office jobs less often than the younger men.

## *The Nature of the Chief School Officership*

*Salary.* The salary information obtained in this survey yields an impressive $15,500 average for the CSO. See Tables 30, 30a and 30b. This compares most favorably with the $11,300 average reported for principals (1963) and $11,900 cited for urban superintendents (1960). As we would expect, the larger district average ($20,100) is considerably more than that for the smaller system ($12,500).

*Table 30*

Salaries of Chief School Officers (1965 Survey)

| *Annual Salary* | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Under 7500 . . . | 1% | 1% | — | — | 1% | — | — | — | — |
| 7500-8499 . . . . | 1 | 1 | — | — | 2 | — | — | — | — |
| 8500-9499 . . . . | 2 | 4 | — | — | 11 | 1% | — | 1% | — |
| 9500-10,499 . . . | 3 | 10 | 3% | — | 13 | 3 | 3% | 3 | 4% |
| 10,500-11,499 . . | 6 | 12 | 3 | 2% | 6 | 10 | 6 | 6 | 5 |
| 11,500-12,499 . . | 12 | 25 | 2 | — | 19 | 11 | 9 | 6 | 6 |
| 12,500-13,499 . . | 8 | 12 | 6 | 2 | 10 | 8 | 6 | 7 | 10 |
| 13,500-14,499 . . | 11 | 13 | 10 | — | 10 | 8 | 10 | 12 | 10 |
| 14,500-15,499 . . | 11 | 9 | 12 | 1 | 8 | 12 | 10 | 13 | 11 |
| 15,500-16,499 . . | 5 | 4 | 12 | 1 | 2 | 8 | 4 | 7 | 7 |
| 16,500-17,499 . . | 6 | 1 | 12 | 10 | 4 | 7 | 6 | 9 | 9 |
| 17,500-18,499 . . | 3 | 1 | 7 | 4 | 8 | 3 | 5 | 3 | 3 |
| 18,500-19,499 . . | 5 | 1 | 10 | 7 | 6 | 4 | 5 | 6 | 5 |
| 19,500-20,499 . . | 6 | 1 | 10 | 10 | 2 | 6 | 5 | 3 | 10 |
| 20,500-21,499 . . | 2 | — | 5 | 8 | 2 | 2 | 1 | 2 | 4 |
| 21,500-22,499 . . | 2 | — | 5 | 3 | — | 2 | 6 | — | 2 |
| 22,500-23,499 . . | 2 | — | 3 | 7 | 1 | 3 | 1 | 4 | 2 |
| 23,500-24,499 . . | 4 | 1 | 3 | 11 | — | 1 | 4 | 6 | 6 |
| 24,500-25,499 . . | 3 | — | 2 | 12 | — | 1 | 3 | 1 | 5 |
| Over 25,500. . . | 3 | — | 4 | 10 | 1 | 3 | 2 | — | 3 |
| Medians. . . . . | 15,000 | 12,000 | 17,000 | 21,000 | 12,000 | 15,000 | 15,000 | 15,000 | 16,000 |
| Means . . . . . . | 15,518 | 12,528 | 17,940 | 20,123 | 13,521 | 15,406 | 16,381 | 16,313 | 16,959 |

The difference in average salaries for men with varying lengths of experience is not as wide as one would imagine. At $17,000 the average CSO with over 20 years of experience only gets $3,500 more than an average new man with 5 years or less tenure. Regardless of this fact, the overall salary picture for CSOs suggests professional standing and provides an accessible means to upward financial mobility.

*Table 30a*

Salaries of High School Principals (1963 NASSP Survey)

| *Annual Salary* | High School Principals N=993 |
|---|---|
| Less then $7,000 | 16.2% |
| $7,000 to $7,999 | 1.6 |
| $8,000 to $8,999 | 4.4 |
| $9,000 to $9,999 | 7.9 |
| $10,000 to $12,499 | 35.9 |
| $12,500 to $14,999 | 15.0 |
| $15,000 to $17,500 | 8.9 |
| More than $17,500 | 8.1 |
| Average | $11,326 |

*Span of Control.* Data on the dimension of span of control are shown in a listing (Table 31) of the percentage of CSOs who have different numbers of subordinates reporting *directly* to them. Note that the figures do not represent the total number of administrative subordinates, but only those *directly* under the CSO. While we have no comparable data on principals or urban superintendents, the overall average of 17.4 seems quite high. The large and small district CSOs share equally large averages of 16.7 and 21.7, respectively, while the systems of 1500-5000 enrollment enjoy the smallest average number (13.5). Thus the smallest systems burden their CSOs with the largest span of control, and the medium-sized districts enjoy the best conditions with respect to span of control and staff organization.

Another interesting phenomenon is noticeable from the data tabulations. Within each column of Table 31 (with the possible exception of the "over 5000" enrollment which is more evenly distributed) we find the frequencies heavily weighted on both the top and bottom of the column. That is, the span of control for the various groupings of CSOs is roughly dichotomized into a relatively small group (10 and under) or a very large group (over twenty-five). The frequencies in the intervening categories are quite small.

*Table 30b*

## Salaries of Urban Superintendents (1959-60 AASA-NEA Survey)

| *Annual Salary* | Urban Superintendents (N=827) |
|---|---|
| Less than $7,500 | 9.8% |
| $7,500 to $8,499 | 12.6 |
| $8,500 to $9,499 | 14.5 |
| $9,500 to $10,499 | 11.6 |
| $10,500 to $11,499 | 9.1 |
| $11,500 to $12,499 | 9.3 |
| $12,500 to $13,499 | 5.7 |
| $13,500 to $14,499 | 5.1 |
| $14,500 to $14,999 | 1.3 |
| $15,000 to $15,999 | 5.0 |
| $16,000 to $16,999 | 3.6 |
| $17,000 to $17,999 | 2.5 |
| $18,000 to $18,999 | 3.1 |
| $19,000 to $19,999 | 0.7 |
| $20,000 to $20,999 | 2.5 |
| $21,000 to $21,999 | 1.0 |
| $22,000 to $22,999 | 0.7 |
| $23,000 to $23,999 | 0.5 |
| $24,000 to $24,999 | — |
| $25,000 or more | 1.4 |
| Average | $11,853 |

Adapted from *Profile,* Table 14, pp. 84-85.

*Table 31*

## Nature of the Position of Chief School Officership: Span of Control

| *Number reporting directly to CSO* | All Chief School Officers N=565 | Chief School Officers in Systems with Enrollments of: Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 |
|---|---|---|---|---|
| Four or less | 15% | 15% | 17% | 6% |
| Five to seven | 14 | 7 | 24 | 12 |
| Eight to ten | 10 | 3 | 17 | 12 |
| Eleven to thirteen | 6 | 1 | 7 | 14 |
| Fourteen to sixteen | 5 | 2 | 3 | 14 |
| Seventeen to nineteen | 2 | 2 | 2 | 5 |
| Twenty to twenty-two | 3 | 5 | 1 | 2 |
| Twenty-three to twenty-five | 3 | 6 | 1 | 1 |
| Over twenty-five | 37 | 52 | 24 | 28 |
| Mean | 17.4 | 21.7 | 13.5 | 16.7 |

This leads us to ask whether the data suggest two general types of CSO administrators, viz., those who delegate (small span of control) and those who maintain direct control (large span of control). Unfortunately no causal inference can be made from the data we have available.

## *Uses of Time*

a. *Work Situations.* A number of different questions were asked of the CSOs to determine how they used their time. Table 32 contains the breakdown of work situations (size of work group) according to the amount of time spent in each. Both the total sample and the sub-groupings by size of district show that the most frequent occurrence is for him to work alone or with a secretary. In decreasing order of frequency are work settings a) with a single additional person, b) with small groups (2-10) and c) with large groups (over 10).

Small district CSOs work alone slightly more often than do the men in larger districts, but this order is reversed for the small group context. No consistent differences were observed for the single person and large group situations.

*Table 32*

Nature of the Position of Chief School Officership: Proportion of Time Spent in Various Work Situations

| *Type of work situation* | All Chief School Officers N=565 | Chief School Officers in Systems with Enrollments of: Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 |
|---|---|---|---|---|
| Alone or with secretarial help only | 3.28 | 3.31 | 3.19 | 3.04 |
| With a single person | 2.82 | 2.83 | 2.99 | 2.69 |
| With small groups | 2.56 | 2.47 | 2.64 | 2.78 |
| With large groups | 1.20 | 1.24 | 1.19 | 1.27 |

Note: Respondents ranked four work situations according to the amount of time they spent in each: "alone or with secretarial help only;" "with a single person (other than a secretary);" "with small groups (of 2 to 10 persons);" "with large groups (of over 10 persons)." Quantifying to permit easy comparison, we assigned the value of 4 to the situation in which the respondent spends most of his time, 3 to the situation in which he spends the next most time, 2 to the situation he spends next to the least time in and 1 to the work situation in which he spends least time. Listed in the table above are the average values derived; the higher the value, the greater the amount of time spent in that situation.

b. *Activities of the "Typical" Week.* The respondents also described the amount of time they gave various activities during a "typical" week. Four categories were used: "little or none," "some," "quite a bit" and "a great

### *Table 33*

## Nature of Position of Chief School Officership: Amount of Time Given Various Activities During the "Typical Week"

| Activity | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Administration of finance | 2.26 | 2.55 | 2.20 | 1.75 | 2.40 | 2.30 | 2.31 | 2.36 | 2.18 |
| Budget Planning | 2.74 | 2.73 | 2.86 | 2.45 | 2.60 | 2.68 | 2.60 | 3.19 | 2.93 |
| Dealing with community grievances & requests | 2.22 | 2.19 | 2.23 | 2.54 | 2.22 | 2.25 | 2.20 | 1.99 | 2.20 |
| Dealing with problems, salary, fringe benefits, etc. | 2.16 | 2.02 | 2.22 | 2.20 | 2.02 | 2.16 | 2.03 | 2.22 | 2.19 |
| Dealing with staff grievances | 1.70 | 1.76 | 1.68 | 1.68 | 1.76 | 1.69 | 1.60 | 1.73 | 1.71 |
| Keeping in touch with new developments | 2.45 | 2.38 | 2.59 | 2.41 | 2.35 | 2.34 | 2.25 | 2.66 | 2.61 |
| Long-range planning of educational programs | 2.39 | 2.27 | 2.58 | 2.46 | 2.37 | 2.38 | 2.38 | 2.54 | 2.44 |
| Participation in community organizations | 2.07 | 2.05 | 2.16 | 2.00 | 1.99 | 2.04 | 1.99 | 2.21 | 2.15 |
| Participation in professional organizations | 1.81 | 1.76 | 1.89 | 1.95 | 1.66 | 1.76 | 1.75 | 1.91 | 1.79 |
| Planning for expansion of facilities | 2.48 | 2.27 | 2.67 | 2.55 | 2.41 | 2.42 | 2.44 | 2.63 | 2.52 |
| Planning and attending student activities | 1.89 | 2.32 | 1.79 | 1.52 | 2.23 | 2.10 | 1.81 | 2.03 | 1.93 |
| Preparing for and attending board meetings | 3.05 | 2.83 | 3.15 | 3.14 | 2.96 | 2.99 | 3.13 | 3.06 | 3.01 |
| Recruitment and selection of personnel | 2.74 | 2.64 | 3.28 | 2.60 | 2.66 | 2.23 | 2.72 | 2.75 | 2.86 |

*(table continued)*

*Table 33 (Continued)*

**Nature of Position of Chief School Officership: Amount of Time Given Various Activities During the "Typical Week"**

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| *Activity* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Study and evaluation of the educational program | 2.42 | 2.24 | 2.53 | 2.53 | 2.48 | 2.36 | 2.36 | 2.44 | 2.47 |
| Supervision of pupil services | 2.11 | 2.47 | 1.81 | 1.62 | 2.24 | 2.03 | 1.99 | 2.25 | 2.04 |
| Supervision of teaching | 2.11 | 2.58 | 2.03 | 1.64 | 2.16 | 2.30 | 1.91 | 2.18 | 2.14 |
| Writing newsletters, etc., Maintaining public relations | 2.36 | 2.24 | 2.37 | 2.33 | 2.42 | 2.38 | 2.22 | 2.18 | 2.26 |

Note: Respondents described the amount of time given each activity as "little or none," "some," "quite a bit" or "a great deal." To permit a comparison of the time given each of the separate activities, we have quantified as follows: little or none = 1, some = 2, quite a bit = 3, a great deal = 4. Figures given in the table above are average weighted values, and should be used to compare in general terms the amounts of time given the several activities in the course of a "typical week."

deal." The data as collected are presented in Table 33 while selected (most and least time spent) activities are listed in Table 34. Activities on which CSOs spend most of their time include a) preparation for and attending board meetings, b) budget planning, c) recruitment and selection of personnel and d) planning for expansion of facilities. The variables of district size and CSO length of experience have little discernible effect on the amount of time which the CSO spends on the different activities.

In general, the CSOs spent the least time dealing with staff grievances and participating in professional organizations and in community organizations. Other items which were cited by one of the specific CSO groups (i.e., in district size or years of experience category) include problems of salary, fringe benefits, etc., planning and attending student activities, supervision of pupil services and of teaching, and dealing with community grievances and requests.

## *Table 34*

## Three Activities on Which Most Time is Spent: Three on Which Least Time is Spent

| | *Most Time Spent On:* | | *Least Time Spent On:* | |
|---|---|---|---|---|
| | *Activity* | *Weighted Value* | *Activity* | *Weighted Value* |
| All Chief School Officers N=565 | Preparation for & attending board meetings | 3.05 | Dealing with staff grievances | 1.7 |
| | Budget Planning | 2.74 | Participation in professional organizations | 1.81 |
| | Recruitment & selection of personnel | 2.74 | Participation in community organizations | 2.07 |
| Chief School Officers in systems of less than 1500 enrollment N=244 | Preparation for & attending board meetings | 2.83 | Dealing with staff grievances | 1.76 |
| | Budget planning | 2.73 | Participation in professional organizations | 1.76 |
| | Recruitment & selection of personnel | 2.64 | Dealing with problems of salary, fringe benefits, etc. | 2.02 |
| Chief School Officers in systems with 1500-5000 enrollment N=190 | Recruitment & selection of personnel | 3.28 | Dealing with staff grievances | 1.68 |
| | Preparation for & attending board meetings | 3.15 | Planning and attending student activities | 1.79 |
| | Budget planning | 2.86 | Supervision of pupil services | 1.81 |
| Chief School Officers in Systems of over 5000 enrollment N = 83 | Preparation for & attending board meetings | 3.14 | Planning & attending student activities | 1.52 |
| | Recruitment & selection of personnel | 2.60 | Supervision of pupil services | 1.62 |
| | Planning for expansion of facilities | 2.55 | Supervision of teaching | 1.64 |
| Chief School Officers with less than 5 years experience N=109 | Preparation for & attending board meetings | 2.96 | Participation in professional organizations | 1.66 |
| | Recruitment & selection of personnel | 2.66 | Dealing with staff grievances | 1.76 |
| | Budget planning | 2.60 | Participation in community organizations | 1.99 |

*(table continued)*

*Table 34 (Continued)*

Three Activities on Which Most Time is Spent: Three on Which Least Time is Spent

| | Most Time Spent On: | | Least Time Spent On: | |
|---|---|---|---|---|
| | Activity | Weighted Value | Activity | Weighted Value |
| Chief School Officers with 6-10 years experience N=97 | Preparation for & attending board meetings<br>Budget planning<br>Planning for expansion of facilities | 2.99<br>2.68<br>2.42 | Dealing with staff grievances<br>Participation in professional organizations<br>Supervision of pupil services | 1.69<br>1.76<br>2.03 |
| Chief School Officers with 11-15 years experience N = 88 | Preparation for & attending board meetings<br>Recruitment and selection of personnel<br>Budget planning | 3.13<br>2.72<br>2.60 | Dealing with staff grievances<br>Participation in professional organizations<br>Planning and attending student activities | 1.60<br>1.75<br>1.81 |
| Chief School Officers with 16-20 years experience N=72 | Budget planning<br>Preparation for & attending board meetings<br>Recruitment & selection of personnel | 3.19<br>3.06<br>2.75 | Dealing with staff grievances<br>Participation in professional organizations<br>Dealing with community grievances & requests | 1.73<br>1.91<br>1.99 |
| Chief School Officers with over 20 years experience N=164 | Preparation for & attending board meetings<br>Budget planning<br>Recruitment & selection of personnel | 3.01<br>2.93<br>2.86 | Dealing with staff grievances<br>Participation in professional organizations<br>Planning & attending student activities | 1.71<br>1.79<br>1.93 |

The district size seems to have an effect on three of the items in the "least time" category. The larger the system the less time the CSO spends a) planning and attending student activities, b) supervising pupil services and c) supervising teaching. Even in the smaller systems these items were ranked low ("some" time category), but in the larger districts the CSO listed them as "little or no" time. No consistent pattern occurred in the analysis by years of experience of the CSO.

*Table 35*

### Nature of the Position of Chief School Officership: Opinions About Time Given Various Activities During the "Typical" Week

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| *Activity* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Administration of finances: | | | | | | | | | |
| Too much time. . . . . . | 23% | 32% | 21% | 8% | 23% | 24% | 24% | 25% | 23% |
| About enough time. . . . . . | 66 | 53 | 73 | 79 | 59 | 68 | 71 | 62 | 66 |
| Not enough time. . . . . . | 6 | 7 | 5 | 4 | 13 | 5 | 3 | 3 | 6 |
| Budget planning: | | | | | | | | | |
| Too much time. . . . . . | 21 | 21 | 27 | 15 | 19 | 25 | 24 | 23 | 20 |
| About enough time. . . . . . | 63 | 62 | 63 | 71 | 57 | 65 | 71 | 62 | 65 |
| Not enough time. . . . . . | 11 | 11 | 9 | 7 | 18 | 7 | 4 | 7 | 13 |
| Dealing with community requests and grievances: | | | | | | | | | |
| Too much time. . . . . . | 17 | 16 | 14 | 31 | 12 | 23 | 15 | 15 | 18 |
| About enough time. . . . . . | 72 | 73 | 76 | 54 | 78 | 64 | 79 | 73 | 72 |
| Not enough time. . . . . . | 6 | 5 | 7 | 10 | 5 | 7 | 5 | 4 | 6 |
| Dealing with problems of salary, fringe benefits, etc.: | | | | | | | | | |
| Too much time. . . . . . | 11 | 7 | 11 | 12 | 14 | 10 | 7 | 13 | 8 |
| About enough time. . . . . . | 75 | 77 | 74 | 64 | 68 | 78 | 81 | 68 | 80 |
| Not enough time. . . . . . | 9 | 10 | 7 | 5 | 13 | 8 | 5 | 12 | 9 |

*(table continued)*

*Table 35 (Continued)*

**Nature of the Position of Chief School Officership: Opinions About Time Given Various Activities During the "Typical" Week**

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| *Activity* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Dealing with staff grievances: | | | | | | | | | |
| Too much time. . . . . | 4 | 5 | 2 | 4 | 8 | 5 | 2 | 3 | 3 |
| About enough time. . . . . | 80 | 77 | 84 | 77 | 71 | 83 | 85 | 72 | 83 |
| Not enough time. . . . . | 9 | 11 | 9 | 12 | 14 | 8 | 7 | 15 | 9 |
| Keeping in touch with new developments: | | | | | | | | | |
| Too much time. . . . . | 4 | 4 | 3 | 8 | 3 | 3 | 1 | 4 | 6 |
| About enough time. . . . . | 19 | 19 | 19 | 19 | 18 | 16 | 12 | 23 | 22 |
| Not enough time. . . . . | 74 | 72 | 77 | 67 | 77 | 77 | 76 | 67 | 68 |
| Long-range planning of educational program: | | | | | | | | | |
| Too much time. . . . . | 1 | — | — | 3 | — | 2 | — | — | 1 |
| About enough time. . . . . | 15 | 13 | 17 | 16 | 14 | 19 | 13 | 14 | 17 |
| Not enough time. . . . . | 81 | 84 | 82 | 76 | 83 | 78 | 86 | 80 | 80 |
| Participation in community organizations: | | | | | | | | | |
| Too much time. . . . . | 11 | 13 | 9 | 12 | 10 | 10 | 6 | 9 | 10 |
| About enough time. . . . . | 71 | 68 | 74 | 72 | 64 | 73 | 71 | 69 | 77 |
| Not enough time. . . . . | 14 | 16 | 15 | 11 | 21 | 13 | 14 | 14 | 10 |

*(table continued)*

*Table 35 (Continued)*

### Nature of the Position of Chief School Officership: Opinions About Time Given Various Activities During the "Typical" Week

| | All Chief School Offi-cers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| *Activity* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Participation in professional organizations: | | | | | | | | | |
| Too much time. . . . . | 5 | 5 | 5 | 7 | 6 | 3 | 3 | 6 | 6 |
| About enough time. . . . . | 61 | 61 | 66 | 56 | 52 | 61 | 72 | 63 | 64 |
| Not enough time. . . . . | 29 | 30 | 28 | 32 | 37 | 34 | 22 | 25 | 25 |
| Planning for expansion of facilities: | | | | | | | | | |
| Too much time. . . . . | 14 | 9 | 17 | 16 | 12 | 12 | 14 | 17 | 14 |
| About enough time. . . . . | 61 | 66 | 61 | 62 | 58 | 67 | 68 | 57 | 62 |
| Not enough time. . . . . | 18 | 18 | 18 | 15 | 23 | 18 | 16 | 15 | 18 |
| Planning and attending student activities: | | | | | | | | | |
| Too much time. . . . . | 9 | 18 | 4 | — | 11 | 9 | 7 | 14 | 7 |
| About enough time. . . . . | 54 | 56 | 55 | 42 | 50 | 54 | 57 | 49 | 56 |
| Not enough time. . . . . | 30 | 20 | 36 | 49 | 32 | 32 | 32 | 27 | 33 |
| Preparing for and attending board meetings: | | | | | | | | | |
| Too much time. . . . . | 16 | 11 | 21 | 24 | 15 | 22 | 18 | 19 | 12 |
| About enough time. . . . . | 69 | 73 | 66 | 55 | 73 | 66 | 72 | 59 | 68 |
| Not enough time. . . . . | 12 | 9 | 11 | 14 | 8 | 7 | 6 | 14 | 15 |

(table continued)

*Table 35 (Continued)*

### Nature of the Position of Chief School Officership: Opinions About Time Given Various Activities During the "Typical" Week

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| *Activity* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Recruitment and selection of personnel: | | | | | | | | | |
| Too much time. . . . . | 9 | 12 | 9 | 5 | 6 | 9 | 7 | 8 | 9 |
| About enough time. . . . . | 41 | 38 | 43 | 41 | 43 | 38 | 51 | 35 | 39 |
| Not enough time. . . . . | 43 | 40 | 47 | 47 | 44 | 48 | 38 | 46 | 48 |
| Study and evaluation of the educational program: | | | | | | | | | |
| Too much time. . . . . | 1 | 1 | — | 1 | — | 1 | — | — | 1 |
| About enough time. . . . . | 15 | 15 | 14 | 20 | 13 | 15 | 15 | 16 | 14 |
| Not enough time. . . . . | 77 | 75 | 83 | 75 | 82 | 79 | 78 | 76 | 79 |
| Supervision of pupil services: | | | | | | | | | |
| Too much time. . . . . | 15 | 22 | 9 | 5 | 14 | 19 | 18 | 10 | 11 |
| About enough time. . . . . | 59 | 50 | 63 | 68 | 54 | 63 | 65 | 46 | 60 |
| Not enough time. . . . . | 23 | 23 | 23 | 20 | 30 | 14 | 13 | 26 | 24 |
| Supervision of teaching: | | | | | | | | | |
| Too much time. . . . . | 1 | — | 1 | 2 | — | 1 | 3 | 1 | — |
| About enough time. . . . | 15 | 12 | 16 | 19 | 8 | 19 | 12 | 19 | 15 |
| Not enough time. . . . . | 80 | 85 | 80 | 71 | 89 | 76 | 83 | 73 | 82 |

(table continued)

*Table 35 (Continued)*

Nature of the Position of Chief School Officership: Opinions About Time Given Various Activities During the "Typical" Week

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| *Activity* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Writing newsletters, maintaining public relations: | | | | | | | | | |
| Too much time. . . . . | 12 | 13 | 11 | 14 | 14 | 13 | 13 | 11 | 9 |
| About enough time. . . . . | 45 | 42 | 46 | 51 | 40 | 54 | 42 | 42 | 47 |
| Not enough time. . . . . | 40 | 41 | 41 | 30 | 44 | 31 | 43 | 39 | 39 |

Note: Each respondent was asked not only to indicate the amount of time given each of several activities during the typical week, but also to record how he felt about the amount of time given each. He checked one response to this statement: "I feel that I give it: too much time; just about enough time; not enough time." These responses are summarized in the table above.

c. *Evaluations of Time Given to Activities.* In addition to estimating the amount of time spent on various activities, each CSO was asked to evaluate the time spent as "too much," "just about enough," and "not enough." A few more than 20% of the CSOs thought that they spent too much time in administration of finances and budget planning (Table 35). In the former case the percentage who felt this way decreased markedly as the size of the district increased.

The feeling about activities with educational focus was uniform, "not enough time" spent. 80% or slightly less felt this way about a) long-range planning of educational program, b) supervision of teaching, c) study and evaluation of the educational program and d) keeping in touch with new developments. This large percentage was quite constant throughout all the CSOs in various sized systems and of varying length of experience.

Two of the items, "recruitment and selection of personnel" and "writing newsletters, maintaining public relations," garnered mixed opinions. The CSOs split their evaluations between "about enough time" and "not enough time" with a bit more than 40% selecting each of the categories.

A clear majority of the respondents felt that they spent "about enough time" on the balance of the activities. With the few exceptions noted above neither the size of the district nor the length of experience had any appreciable influence on the opinions.

d. *Evening and Weekend Work.* As indicated in Table 36 most of the extra hours spent on the job are consumed in evening meetings. Since one week-night meeting was equated to two hours of work, the figure of 4.6 hours per week may underestimate the actual time spent in evening meetings. Weekend office work contributed 3 additional hours per week to the schedule with the balance of the extra hours spent in evening office work

*Table 36*

Nature of the Position of Chief School Officership: Hours Worked Per Week

|  | All Chief School Officers | Chief School Officers in Systems with Enrollments of: |  |  | Chief School Officers with CSO Experience: (in years) |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
| *Average Number of Extra Hours Per Week:* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| Meetings in the evening . . . | 4.6 | 4.3 | 5.0 | 5.1 | 4.4 | 4.5 | 5.1 | 4.9 | 4.7 |
| Office work in the evening . . . | 2.4 | 2.5 | 2.4 | 2.0 | 2.9 | 2.5 | 2.4 | 2.3 | 2.2 |
| Meetings on weekends . . . . | 1.4 | 1.4 | 1.4 | 1.4 | 1.1 | 1.5 | 1.8 | 1.4 | 1.5 |
| Office work on weekends . . . . | 3.0 | 2.8 | 3.2 | 2.9 | 3.2 | 3.5 | 2.7 | 2.6 | 3.1 |
| Totals . . . . . . | 11.4 | 11.0 | 12.0 | 11.4 | 11.6 | 12.0 | 12.0 | 11.2 | 11.5 |
| Add: assumed forty-hour standard work week . | 40.0 | 40.0 | 40.0 | 40.0 | 40.0 | 40.0 | 40.0 | 40.0 | 40.0 |
| Total hours per week . . . . | 51.4 | 51.0 | 52.0 | 51.4 | 51.6 | 52.0 | 52.0 | 51.2 | 51.5 |

Note: Respondents were asked to estimate how many "week-nights and weekend hours per week" they devote to meetings and to office work, *on the average*. Results are recorded as "number of extra hours per week." Since respondents were asked to indicate number of "week-nights" rather than hours at night, we adopt the standard of equating one "week-night" to two hours work. Hence, the figures are at best coarse estimates.

and weekend meetings. The average CSO spends an estimated 11.4 hours per week on weekend and evening work. Only minor deviations from this figure occurred in the cross tabulation analysis for district size and length of experience.

e. *Extra Responsibilities.* When asked about the assumption of extra responsibilities such as consulting work and teaching, most of the respondents indicated that they spent five or less additional hours per week on such activities. We see in Table 37 that extra responsibility is more likely to be taken on during the school year than during the summer. No consistent differences in this variable appear when examined with respect to system size or experience of CSO.

*Table 37*

Nature of the Position of Chief School Officership: Extent to Which Chief School Officers Assume Extra Responsibilities Such as Consultation and Teaching Courses

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| *Extra Responsibilities:* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| During summer? | | | | | | | | | |
| Yes | 11 | 11 | 11 | 14 | 6 | 13 | 9 | 7 | 17 |
| No | 85 | 85 | 86 | 81 | 90 | 83 | 90 | 87 | 81 |
| During school year? | | | | | | | | | |
| Yes | 16 | 18 | 12 | 17 | 14 | 17 | 16 | 15 | 14 |
| No | 79 | 76 | 86 | 77 | 81 | 80 | 79 | 80 | 81 |
| Average hours per week to extra responsibilities during school year: | | | | | | | | | |
| two or less | 3 | 4 | 1 | 5 | 4 | 1 | 3 | 3 | 3 |
| three | 3 | 3 | 3 | 5 | 2 | 3 | 2 | 7 | 3 |
| four | 2 | 3 | 2 | 1 | 1 | 1 | 3 | 1 | 1 |
| five | 2 | 1 | 2 | 2 | 1 | 1 | 3 | 0 | 1 |
| six | 1 | 1 | 2 | 1 | 1 | 3 | 1 | 0 | 1 |
| seven | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| eight | 1 | 2 | 1 | — | 1 | 2 | — | 1 | 1 |
| nine | — | — | — | — | 1 | — | — | — | — |
| ten or more | 1 | 2 | 2 | — | 3 | 2 | 1 | — | 1 |

## *Problems of Educational Leadership*

a. *Obstacles in providing and maintaining funds and facilities.* According to the CSOs the biggest obstacle in providing and maintaining funds and facilities is the community. 58% cited various community shortcomings such as *inability* to pay (22%), and *unwillingness* to pay (17%). The next most frequent obstacle was the CSO (22%). The men faulted themselves largely because of lack of time for this function. Finally they were critical of the state (12%) and their board of education (10%). For a listing of the reasons see Table 40.

b. *Obstacles in Obtaining and Developing Personnel.* The community, again, was considered the most important factor in preventing the CSO from obtaining and developing personnel; 48% judged it to be so (see Table 41). The biggest reason offered was the lack of cultural and recreational facilities as well as inadequate housing and unattractive location. Naturally the smaller districts were more critical with respect to these items. 22% also considered their communities unwilling or unable to offer attractive salaries.

37% of the CSOs thought they were the most important obstacle in personnel problems. And again, lack of time was listed as the primary reason. Shortcomings among current teachers (13%) and teacher candi-

*Table 38*

Conferences and Meetings Attended by Chief School Officers, 1963-1965

| *Total number of conferences attended:* | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| 0-5 | 1 | 1 | 1 | — | 1 | — | 1 | — | 1 |
| 6-10 | 7 | 7 | 7 | 4 | 9 | 3 | 6 | 4 | 9 |
| 11-15 | 10 | 9 | 9 | 13 | 8 | 11 | 7 | 9 | 12 |
| 16-20 | 11 | 10 | 11 | 12 | 6 | 9 | 9 | 13 | 14 |
| 21-25 | 11 | 12 | 12 | 14 | 10 | 16 | 10 | 11 | 9 |
| 26-30 | 10 | 7 | 15 | 10 | 11 | 8 | 11 | 11 | 10 |
| 31-35 | 6 | 7 | 7 | 5 | 6 | 6 | 7 | 8 | 6 |
| 36-40 | 7 | 7 | 9 | 6 | 4 | 10 | 9 | 4 | 9 |
| Over 40 | 15 | 16 | 13 | 14 | 19 | 16 | 18 | 14 | 12 |
| Mean number of conferences attended | 26 | 27 | 25 | 26 | 27 | 27 | 28 | 25 | 24 |

*Table 39*

### Percentage of All Chief School Officers Attending Certain Specific Conferences, 1963-1965

| *Conference:* | All Chief School Officers N=565 |
|---|---|
| NYS Elementary Principals' Conference | 15% |
| NYS Secondary School Principals' Conference | 32 |
| NYS Association of School District Administrators' Conference | 78 |
| School Board Institute Meetings | 72 |
| NYS School Boards Association Convention | 88 |
| Commissioner's Conference for Board Members (Albany) | 15 |
| NYS Teachers Association Convention | 35 |
| National Education Association Convention | 5 |
| American Association of School Administrators' Convention | 65 |
| Meetings of Council of City and Village Superintendents | 38 |
| Meetings of New York State Congress of Parents and Teachers | 17 |
| National School Boards Association Convention | 14 |
| Meetings of local or County School Boards Associations | 88 |
| Local workshops for teachers | 68 |
| Local workshops for administrators | 65 |
| College lectures or workshops for teachers | 23 |
| College lectures or workshops for administrators | 48 |
| Meetings of special-field teachers' organizations | 31 |

dates (10%) were also cited as obstacles. Finally, the board of education and the state were felt to be hindering solution of personnel problems by the fewest percentage of CSOs (4% and 3%, respectively).

c. *Obstacles in Improving Educational Opportunity.* A similar picture is presented in Table 42 which shows the distribution of opinion about obstacles in improving educational opportunity. Most (42%) thought the community was the most important obstacle with almost all the reasons listed dealing with financial matters. The CSO himself was felt to be a problem by 29% of the respondents. 15% thought this was the result of lack of time, while 11% attributed it to lack of staff. Another 15% located the obstacle with teachers, and the balance felt the state and the board of education were at fault.

## *Table 40*

## Obstacles to Chief School Officer Leadership in "Providing and Maintaining Funds and Facilities"

| | All Chief School Officers N=565 | Chief School Officers in Systems with Enrollments of: | | |
|---|---|---|---|---|
| *Obstacle:* | | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 |
| *The community:* | | | | |
| –apathetic about education | 4% | 3% | 3% | 6% |
| –has low expectations about education | 1 | 1 | 2 | 5 |
| –is unwilling to pay, resists tax increases | 17 | 16 | 17 | 15 |
| –is unable to pay, lacks wealth | 22 | 27 | 17 | 15 |
| –has reached limit in use of property tax | 5 | 5 | 5 | 6 |
| –municipal government places limits on school budget | 1 | – | 1 | 5 |
| –lacks community lay leadership structure | 2 | <1 | 1 | 4 |
| –is divided by opposing pressure groups | 2 | 1 | 4 | 1 |
| –has resisted reorganization hence funds are used inefficiently | 2 | 3 | 1 | 2 |
| –is not reached by an effective public relations program | 2 | 1 | 3 | 1 |
| Total | 58% | | | |
| *The Board of Education:* | | | | |
| –fails to take positive leadership | 3 | 3 | 3 | 3 |
| –is unwilling to raise tax rates | 6 | 6 | 5 | 10 |
| –blocks CSO in his attempts to raise more funds | <1 | <1 | – | 1 |
| –doesn't understand that cost is directly related to quality | <1 | 1 | 1 | – |
| Total | 10% | | | |
| *The State:* | | | | |
| –provides too little financial aid in general | 5 | 4 | 4 | 5 |
| –"Master Plan" restricts amount of financial aid received | 4 | 6 | 4 | 1 |
| –commits district to too many mandated expenditures | <1 | – | 2 | – |
| –formulas for state aid are decided too late and changed too often to allow long-range planning | 2 | 2 | 3 | 2 |
| Total | 12% | | | |

*(table continued)*

### *Table 40 (Continued)*

### Obstacles to Chief School Officer Leadership in "Providing and Maintaining Funds and Facilities"

| *Obstacle:* | All Chief School Officers N=565 | Chief School Officers in Systems with Enrollments of: Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 |
|---|---|---|---|---|
| *The Chief School Officer himself:* | | | | |
| —lacks time enough for this function | 12 | 10 | 16 | 10 |
| —lacks staff assistance for this purpose | 4 | 4 | 6 | 4 |
| —lacks training to perform this function effectively | 3 | 3 | 3 | 4 |
| —finds this function distasteful, uninteresting | 3 | 2 | 2 | 3 |
| Total | 22% | | | |
| *Reliance on annual budget approval by voters takes too much time, risks the program too much* | 2 | 1 | 4 | 6 |

### *Table 41*

### Obstacles to Chief School Officer Leadership in "Obtaining and Developing Personnel"

| *Obstacle* | All Chief School Officers N=565 | Chief School Officers in Systems with Enrollments of: Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 |
|---|---|---|---|---|
| *The Community:* | | | | |
| —is unwilling or unable to offer attractive salaries | 22% | 24% | 18% | 25% |
| —lacks cultural and recreational advantages, lacks adequate housing, is in an unattractive location | 25 | 37 | 18 | 4 |
| —has image of "urban school" which discourages applicants | <1 | — | — | 2 |
| Total | 48% | | | |

*(table continued)*

*Table 41 (Continued)*

## Obstacles to Chief School Officer Leadership in "Obtaining and Developing Personnel"

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | |
|---|---|---|---|---|
| *Obstacle* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 |
| *The Board of Education:* | | | | |
| –is unwilling to raise salaries, support in-service training | 3 | 1 | 4 | 3 |
| –interferes in the recruitment process | <1 | 1 | 2 | – |
| Total | 4% | | | |
| *The State:* | | | | |
| –doesn't supply enough financial aid | <1 | – | – | 1 |
| –the tenure law protects inferior teachers | <1 | – | – | 1 |
| –certification requirements as restrictive | <1 | <1 | 1 | – |
| Total | 3% | | | |
| *Current Teachers:* | | | | |
| –are unwilling to improve themselves | 2 | 2 | 2 | – |
| –can't be improved because of rapid turnover | 2 | 2 | 4 | 5 |
| –lack time for in-service training | 9 | 10 | 7 | 4 |
| Total | 13% | | | |
| *Teacher Candidates:* | | | | |
| –are of generally poor quality | 9 | 4 | 12 | 8 |
| –are over-specialized | 1 | – | 1 | 2 |
| Total | 10% | | | |
| *The Chief School Officer himself:* | | | | |
| –lacks time for this function | 26 | 28 | 24 | 29 |
| –lacks staff assistance for recruitment and supervision | 9 | 7 | 10 | 9 |
| –lacks skill and experience in this function | 2 | 1 | 3 | 3 |
| Total | 37% | | | |
| *The Community:* | | | | |
| –supplies limited funds, making improvement very hard | 22 | 22 | 25 | 19 |
| –is unable to afford adequate school facilities | 7% | 10 | 4 | 5 |

*(table continued)*

*Table 41 (Continued)*

### Obstacles to Chief School Officer Leadership in "Obtaining and Developing Personnel"

| | | Chief School Officers in Systems with Enrollments of: | | |
|---|---|---|---|---|
| *Obstacle* | All Chief School Officers N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 |
| –school system is too small to make better offerings economically | 7 | 11 | 4 | 1 |
| –is too conservative about curriculum | 5 | 5 | 6 | 6 |
| –is apathetic about curricular improvement | 1 | 1 | 2 | 1 |
| Total | 42% | | | |
| *The Board of Education:* | | | | |
| –won't raise sufficient funds | 1 | – | 2 | 3 |
| –is conservative about curriculum | 1 | 1 | – | 2 |
| Total | 2% | | | |
| *The State:* | | | | |
| –curricular mandates inhibit experimentation | 1 | – | 4 | – |
| –doesn't supply enough financial assistance | 1 | 1 | 1 | – |
| –doesn't lead in matters of curriculum | <1 | 1 | 1 | – |
| Total | 3% | | | |
| *Teachers:* | | | | |
| –lack time to make improvements | 3 | 4 | 5 | 2 |
| –are unwilling to make improvements, are too conservative | 6 | 5 | 9 | 7 |
| –lack the ability to make substantial improvements | 6 | 6 | 8 | 4 |
| Total | 15% | | | |
| *The Chief School Officer himself:* | | | | |
| –lacks time to stay abreast, exert leadership in curricular developments | 15 | 16 | 15 | 13 |
| –lacks competent staff assistance for this purpose | 11 | 8 | 10 | 9 |
| –lacks experience and ability in performing this function | 3 | 2 | 4 | 6 |
| Total | 29% | | | |
| *There is a lack of conclusive research about the merit of new curricular approaches* | 1 | – | 3 | – |

*Table 42*

### Obstacles to
### Chief School Officer Leadership in
### "Improving Educational Opportunity"

| Obstacle | All Chief School Officers N=565 | Chief School Officers in Systems with Enrollments of: | | |
|---|---|---|---|---|
| | | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 |
| *The Community:* | | | | |
| –supplies limited funds, making improvement very hard | 22% | 22% | 25% | 19% |
| –is unable to afford adequate school facilities | 7 | 10 | 4 | 5 |
| –school system is too small to make better offerings economically | 7 | 11 | 4 | 1 |
| –is too conservative about curriculum | 5 | 5 | 6 | 6 |
| –is apathetic about curricular improvement | 1 | 1 | 2 | 1 |
| Total | 42% | | | |
| *The Board of Education:* | | | | |
| –won't raise sufficient funds | 1 | – | 2 | 3 |
| –is conservative about curriculum | 1 | 1 | – | 2 |
| Total | 2% | | | |
| *The State:* | | | | |
| –curricular mandates inhibit experimentation | 1 | – | 4 | – |
| –doesn't supply enough financial assistance | 1 | 1 | 1 | – |
| –doesn't lead in matters of curriculum | <1 | 1 | 1 | – |
| Total | 3% | | | |
| *Teachers:* | | | | |
| –lack time to make improvements | 3 | 4 | 5 | 2 |
| –are unwilling to make improvements, are too conservative | 6 | 5 | 9 | 7 |
| –lack the ability to make substantial improvements | 6 | 6 | 8 | 4 |
| Total | 15% | | | |

*(table continued)*

*Table 42 (Continued)*

Obstacles to Chief School Officer Leadership in "Improving Educational Opportunity"

| *Obstacle* | All Chief School Officers N=565 | Chief School Officers in Systems with Enrollments of: Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 |
|---|---|---|---|---|
| *The Chief School Officer himself:* | | | | |
| —lacks time to stay abreast, exert leadership in curricular developments | 15 | 16 | 15 | 13 |
| —lacks competent staff assistance for this purpose | 11 | 8 | 10 | 9 |
| —lacks experience and ability in performing this function | 3 | 2 | 4 | 6 |
| Total | 29% | | | |
| *There is a lack of conclusive research about the merit of new curricular approaches* | 1 | – | 3 | – |

d. *Obstacles in Effective Interrelationships with the Community.* A difference in distribution of opinions regarding obstacles in community relations can be seen in Table 43. In this case the order of the first and second most frequent reasons was reversed from the three previous examples. 41% of the CSOs felt they were neglecting community relations with the usual reason of lack of time receiving the majority opinion. Only 26% of the respondents felt that the community was the most important obstacle, while the board and teachers escaped with only 4% and 2% crediting them with the problem.

e. *Comparison with Evaluations by Principals.* Obstacles listed by high school principals are shown in Table 44. The items considered to be major roadblocks preventing them "from doing the job they would like to do" include a) time taken by administrative detail, b) lack of time, c) insufficient space and physical facilities, d) no time for professional development of teachers and e) varying ability and dedication of teachers. Thus the principal locates his obstacles internally more often than the CSO. However, he does share the cry of "no time" with his superior.

## *Influence on School Policies and Decisions*

a. *Extent of Influence by Groups.* We see from the data in Table 45 that few CSOs thought special groups exert a great deal of influence on

*Table 43*

Obstacles to Chief School Officer Leadership in "Effective Interrelationships With the Community"

| *Obstacle:* | All Chief School Officers N=565 | Chief School Officers in Systems with Enrollments of: Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 |
|---|---|---|---|---|
| *The Community:* | | | | |
| —is divided by opposing interest groups | 6% | 5% | 6% | 10% |
| —does not exist as a real entity, school district is artificial | 4 | 5 | 2 | 2 |
| —is apathetic about the school program | 7 | 9 | 8 | 4 |
| —population grows too quickly, changes too fast | 2 | <1 | 3 | 5 |
| —lacks channels for communication with community | 4 | 5 | 3 | 2 |
| —resists tax increases for the schools | 2 | 1 | 4 | 2 |
| —is influenced by newspapers which are hostile to the school | 1 | <1 | 2 | 1 |
| Total | 26 | | | |
| *The Board of Education:* | | | | |
| —is reluctant to keep the community informed | 2 | 1 | 2 | 1 |
| —is split in opinion, leads to dissension in the community | 2 | 2 | 3 | 1 |
| Total | 4 | | | |
| *Teachers:* | | | | |
| —create a poor image of the school | 2 | 2 | 3 | — |
| *The Chief School Officer himself:* | | | | |
| —lacks time to carry out effective public relations | 25 | 22 | 27 | 24 |
| —lacks staff competent to assist in this function | 8 | 9 | 8 | 10 |
| —lacks ability in public relations | 8 | 3 | 14 | 3 |
| Total | 41 | | | |

school policies and decisions. Parents' groups were considered to be the most influential, especially in middle-sized districts. Teachers' groups averaged out to "some influence," while the bulk of the rest fell between "little or no influence" and "some influence" when the rankings of the CSOs were averaged. Labor unions were considered to have almost no influence on school policies.

*Table 44*

High School Principals
Roadblocks preventing HSPs from doing the job they would like to do

| *Obstacle:* | A "major" roadblock = 2 | A "minor" or "lesser" roadblock = 1 | Not a roadblock = 0 | Average Value |
|---|---|---|---|---|
| *Form 1. N= 191* | | | | |
| Teacher tenure | 10% | 46% | 42% | .7 |
| Superintendent who hasn't measured up | 13 | 27 | 58 | .5 |
| Varying ability and dedication of teachers | 38 | 53 | 8 | 1.3 |
| Older teachers resist new methods | 9 | 52 | 37 | .7 |
| Compulsory school attendance law | 6 | 31 | 62 | .4 |
| *Form 2. N= 185* | | | | |
| Lack of time | 49 | 38 | 14 | 1.4 |
| Lack of district-wide flexibility (each school must conform) | 7 | 21 | 72 | .4 |
| No time for professional improvement of teachers | 38 | 45 | 16 | 1.2 |
| Long-standing traditions | 13 | 32 | 55 | .6 |
| Inability to get funds for experimentation | 24 | 45 | 31 | .9 |
| *Form 4. N= 200* | | | | |
| Insufficient space & physical facilities | 45 | 33 | 23 | 1.2 |
| Time taken up by administrative detail | 52 | 38 | 11 | 1.4 |
| Defective communication among administrative levels | 9 | 31 | 60 | .4 |
| Quantity and quality of teaching staff | 26 | 44 | 30 | 1.0 |
| Lack of competent office help | 9 | 21 | 71 | .4 |

This finding is in direct conflict with most research on this aspect of the CSO position. Most existing literature, including the results of our interviews reported below, reflects the constant pressures and cross-pressures exerted on the CSO by both individuals and groups in the community. Given the overwhelming nature of the evidence, we can only assume that the wording of our question biased the responses in favor of this unusual result.

*Table 45*

## Extent of Influence by Various Groups on School Policies and Decisions

| *Groups and Extent of Their Influence* | All Chief School Officers N=565 | Chief School Officers in Systems with Enrollments of: | | |
|---|---|---|---|---|
| | | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 |
| *Business or commercial groups* | | | | |
| –no such groups exist in district | 23% | 37% | 10% | 12% |
| –have little or no influence | 29 | 26 | 31 | 34 |
| –have some influence | 36 | 29 | 45 | 37 |
| –have considerable influence | 12 | 8 | 14 | 17 |
| Numerical value | 1.37 | 1.08 | 1.63 | 1.59 |
| *Church or religious groups* | | | | |
| –no such groups exist in district | 4 | 8 | – | 6 |
| –have little or no influence | 32 | 37 | 29 | 18 |
| –have some influence | 50 | 45 | 57 | 53 |
| –have considerable influence | 14 | 10 | 14 | 23 |
| Numerical value | 1.74 | 1.57 | 1.85 | 1.93 |
| *Farm organizations* | | | | |
| –no such groups exist in district | 44 | 32 | 51 | 66 |
| –have little or no influence | 26 | 29 | 21 | 19 |
| –have some influence | 23 | 31 | 22 | 7 |
| –have considerable influence | 7 | 8 | 6 | 8 |
| Numerical value | .95 | 1.15 | .83 | .57 |
| *Fraternal organizations* | | | | |
| –no such groups exist in district | 26 | 30 | 20 | 20 |
| –have little or no influence | 53 | 49 | 57 | 64 |
| –have some influence | 19 | 19 | 20 | 15 |
| –have considerable influence | 2 | 2 | 3 | 1 |
| Numerical value | .97 | .93 | 1.03 | .97 |
| *Labor unions* | | | | |
| –no such groups exist in district | 73 | 81 | 49 | 31 |
| –have little or no influence | 27 | 15 | 41 | 40 |
| –have some influence | 9 | 4 | 9 | 21 |
| –have considerable influence | 1 | – | 1 | 8 |
| Numerical value | .48 | .23 | .61 | 1.06 |
| *Municipal or county government* | | | | |
| –no response | 12 | 18 | 7 | 14 |
| –has little or no influence | 51 | 49 | 54 | 44 |
| –has some influence | 33 | 31 | 36 | 31 |
| –has considerable influence | 4 | 2 | 3 | 11 |
| Numerical value | 1.29 | 1.17 | 1.35 | 1.39 |
| *Parents' groups* | | | | |
| –no such groups exist in district | 5 | 9 | 2 | 6 |
| –have little or no influence | 7 | 11 | 4 | 3 |
| –have some influence | 42 | 50 | 38 | 26 |
| –have considerable influence | 45 | 30 | 56 | 65 |
| Numerical value | 2.26 | 2.01 | 2.44 | 2.24 |

*(table continued)*

*Table 45 (Continued)*

## Extent of Influence by Various Groups on School Policies and Decisions

| *Groups and Extent of Their Influence* | All Chief School Officers N=565 | Chief School Officers in Systems with Enrollments of: | | |
|---|---|---|---|---|
| | | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 |
| *Service Clubs* | | | | |
| —no such groups exist in district | 20 | 34 | 4 | 9 |
| —have little or no influence | 27 | 28 | 31 | 20 |
| —have some influence | 43 | 33 | 51 | 57 |
| —have considerable influence | 10 | 5 | 14 | 14 |
| Numerical value | 1.43 | 1.09 | 1.85 | 1.86 |
| *Taxpayers' groups* | | | | |
| —no such groups exist in the district | 50 | 66 | 39 | 28 |
| —have little or no influence | 12 | 8 | 13 | 22 |
| —have some influence | 26 | 16 | 35 | 28 |
| —have considerable influence | 12 | 10 | 13 | 22 |
| Numerical value | 1.00 | .70 | 1.22 | 1.44 |
| *Teachers' groups* | | | | |
| —no such groups exist in district | 6 | 7 | 1 | 7 |
| —have little or no influence | 14 | 14 | 14 | 8 |
| —have some influence | 52 | 53 | 54 | 47 |
| —have considerable influence | 28 | 26 | 31 | 38 |
| Numerical value | 2.02 | 1.92 | 2.15 | 2.16 |
| *The Press* | | | | |
| —no such group exists in the district | 11 | 22 | 5 | 6 |
| —has little or no influence | 16 | 22 | 10 | 7 |
| —has some influence | 42 | 40 | 47 | 40 |
| —has considerable influence | 31 | 16 | 38 | 47 |
| Numerical value | 1.93 | 1.5 | 2.18 | 2.28 |
| *Veterans' Organizations* | | | | |
| —no such groups exist in the district | 22 | 29 | 14 | 12 |
| —have little or no influence | 51 | 44 | 61 | 52 |
| —have some influence | 25 | 26 | 22 | 31 |
| —have considerable influence | 2 | 1 | 3 | 5 |
| Numerical value | 1.07 | .97 | 1.08 | 1.29 |

Note: To facilitate a rough comparison of the perceived influence of the various groups listed, we have quantified the extent of influence ascribed, as follows:

"no such group" = 0
"little or no influence" = 1
"some influence" = 2
"considerable influence" = 3

The numerical values reported in this table were obtained by multiplying percentages in each response bracket by the value (0, 1, 2, or 3) of the response, and dividing by 100. Hence, the higher the value the greater the influence ascribed.

In those cases where influence was cited, the extent of it often depended on the size of the district. The larger the district, the more influence was exerted by religious groups, municipal or county government, service clubs, taxpayers' groups, teachers' groups, the press and veterans' organizations. The converse was true, of course, of farm organizations.

b. *Type of Influence by Groups.* In addition to the extent of influence, the CSOs reported whether the groups generally favored, opposed, or were neutral about school policies. The results are summarized in Table 46 and almost uniformly show that, with one important exception, all the groups either favor or are neutral about school policies. About one-fourth of the CSOs reported the taxpayers as a dissenting group. Note, too, that this tendency increases as the size of the district increases.

*Table 46*

Type of Influence Exerted by Various Groups on School Policies and Decisions

| *Group and Type of Influence* | All Chief School Officers N=565 | Chief School Officers in Systems with Enrollments of: | | |
|---|---|---|---|---|
| | | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 |
| *Business or commercial groups* | | | | |
| Generally favor school policies | 55% | 48% | 64% | 60% |
| Generally oppose school policies | 2 | 1 | 4 | 2 |
| Generally neutral about school policies | 20 | 14 | 22 | 26 |
| *Church or religious groups* | | | | |
| Generally favor school policies | 64 | 66 | 64 | 57 |
| Generally oppose school policies | 2 | <1 | 4 | 6 |
| Generally neutral about school policies | 30 | 26 | 32 | 31 |
| *Farm organizations* | | | | |
| Generally favor school policies | 33 | 46 | 27 | 14 |
| Generally oppose school policies | 5 | 5 | 5 | 7 |
| Generally neutral about school policies | 18 | 17 | 17 | 13 |
| *Fraternal organizations* | | | | |
| Generally favor school policies | 36 | 39 | 40 | 27 |
| Generally oppose school policies | 1 | 1 | 2 | – |
| Generally neutral about school policies | 37 | 30 | 38 | 53 |
| *Labor unions* | | | | |
| Generally favor school policies | 12 | 8 | 14 | 32 |
| Generally oppose school policies | 1 | <1 | 4 | 5 |
| Generally neutral about school policies | 24 | 11 | 33 | 32 |
| *Municipal or county government* | | | | |
| Generally favor school policies | 41 | 43 | 43 | 36 |
| Generally oppose school policies | 6 | 3 | 8 | 8 |
| Generally neutral about school policies | 41 | 36 | 42 | 42 |

*(table continued)*

*Table 46 (Continued)*

Type of Influence Exerted
by Various Groups on School
Policies and Decisions

| *Groups and Extent of Its Influence* | All Chief School Officers N=565 | Chief School Officers in Systems with Enrollments of: | | |
|---|---|---|---|---|
| | | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 |
| *Parents' groups* | | | | |
| Generally favor school policies | 87 | 80 | 94 | 92 |
| Generally oppose school policies | 1 | 2 | — | — |
| Generally neutral about school policies | 6 | 9 | 4 | 2 |
| *Service Clubs* | | | | |
| Generally favor school policies | 65 | 50 | 82 | 82 |
| Generally oppose school policies | <1 | <1 | 1 | — |
| Generally neutral about school policies | 15 | 16 | 13 | 9 |
| *Taxpayers' groups* | | | | |
| Generally favor school policies | 18 | 13 | 24 | 23 |
| Generally oppose school policies | 24 | 16 | 26 | 38 |
| Generally neutral about school policies | 8 | 6 | 11 | 11 |
| *Teachers' groups* | | | | |
| Generally favor school policies | 81 | 83 | 91 | 80 |
| Generally oppose school policies | 1 | 1 | 2 | 4 |
| Generally neutral about school policies | 9 | 9 | 6 | 9 |
| *The Press* | | | | |
| Generally favor school policies | 64 | 54 | 76 | 67 |
| Generally oppose school policies | 5 | 4 | 4 | 5 |
| Generally neutral about school policies | 20 | 20 | 15 | 22 |
| *Veterans' Organizations* | | | | |
| Generally favor school policies | 41 | 40 | 43 | 44 |
| Generally oppose school policies | 1 | 2 | — | 5 |
| Generally neutral about school policies | 36 | 29 | 43 | 39 |

## *Dissatisfactions*

Each CSO was asked to indicate what he disliked most about his job. Forty-one separate items of dissatisfaction are listed in Table 47. About 10% of the CSOs complained about each of the following a) "Demands on my time, keeping me from my family," b) "Handling petty details, paperwork, reports," and c) "Attending unnecessary or fruitless meetings." Others expressed dislike for "having to dismiss teachers and other personnel" and for "working with the Board of Education and attending Board meetings." [For each of the remaining reasons listed for disliking the job, less than 5% of the CSOs responded.] 5% said that they liked all aspects of the position.

*Table 47*

## The Factor Associated With the Position Which Chief School Officers *Dislike* Most

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| *Factor:* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| “None-I like all aspects of the job” | 5% | 4% | 6% | 5% | 5% | 5% | 5% | 4% | 5% |
| “Demands on my time, keeping me from my family” | 11 | 9 | 14 | 10 | 14 | 9 | 17 | 11 | 7 |
| “Handling petty details, paperwork, reports” | 10 | 10 | 6 | 14 | 15 | 6 | 9 | 7 | 12 |
| “Attending unnecessary or fruitless meetings” | 9 | 7 | 10 | 12 | 9 | 8 | 5 | 3 | 15 |
| “Having to dismiss teachers, other personnel” | 7 | 7 | 7 | 2 | 6 | 9 | 7 | 4 | 4 |
| “Working with the Board of Education, attending Board meetings” | 6 | 5 | 8 | 4 | 5 | 6 | 10 | 7 | 4 |
| “Handling petty complaints by parents” | 4 | 7 | 3 | – | 2 | 5 | 2 | 5 | 5 |
| “Making the budget, handling financial matters” | 4 | 5 | 3 | 4 | 4 | 6 | 4 | 6 | 1 |
| “Selling the budget to the taxpayers and Board” | 3 | 3 | 2 | 3 | – | 4 | 2 | 4 | 2 |
| “Handling conflicts between parents and teachers” | 3 | 4 | 2 | 2 | 3 | 2 | 3 | 1 | 4 |

*(table continued)*

*Table 47 (Continued)*

## The Factor Associated With the Position Which Chief School Officers *Dislike* Most

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| *Factor:* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| "Handling discipline problems" | 3 | 5 | 1 | – | 6 | 4 | 1 | 1 | 1 |
| "Dealing with laymen who consider themselves authorities on education" . . . | 2 | 1 | 2 | 5 | – | 3 | 2 | – | 3 |
| "Dealing with incompetent teachers" . . . . | 2 | 3 | 3 | – | 1 | 4 | 3 | 1 | 1 |
| "Having to convince people to accept good ideas" . . . . . . | 2 | 1 | 2 | 2 | – | – | – | 1 | 3 |
| "I am the recipient of all unsolved problems" | 2 | 2 | 1 | 2 | 1 | 2 | – | 5 | 1 |
| "Recruiting teachers and other staff" . . . | 2 | 2 | 3 | – | 3 | 1 | – | – | 4 |
| "Unimportant phone calls at home" . . . . | 2 | 2 | 1 | – | – | 1 | – | 3 | 3 |
| "Dealing with pressure groups" . . . . . | 2 | 2 | 2 | 6 | 5 | 1 | – | 3 | 2 |
| "Being separated from students and teachers". . | 2 | 2 | 3 | – | 2 | 1 | 3 | 3 | 1 |
| "Being criticized unjustly" . . . . | 2 | 1 | 3 | 2 | 1 | 5 | 2 | 1 | 1 |
| "Having to be a public relations man" . . . | 1 | 2 | 1 | 1 | 4 | 1 | 2 | – | 1 |
| "Being responsible for the actions of incompetents". . . . . | 1 | 2 | – | – | 1 | – | 3 | – | 1 |

*(table continued)*

### *Table 47 (Continued)*

## The Factor Associated With the Position Which Chief School Officers *Dislike* Most

| *Factor:* | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| "The double-entry bookkeeping required by the State" | 1 | 1 | 1 | 1 | 1 | – | – | 4 | 1 |
| "Finding a new source of funds for the schools" | 1 | 1 | 1 | – | – | 1 | 1 | – | 1 |
| "Negotiating over salaries" | 1 | – | 2 | – | – | – | – | 3 | 1 |
| "Interference in administrative affairs by the Board of Education" | 1 | 1 | 1 | – | – | 1 | – | 1 | 2 |
| "The tension associating with having to make snap decisions" | 1 | – | – | 4 | – | – | – | 3 | 1 |
| "Personality clashes at work" | 1 | – | 1 | 1 | – | 1 | – | – | 1 |
| "I can't make people move fast enough" | 1 | – | 2 | 1 | – | 1 | 2 | 1 | 1 |
| "Teachers are not professional" | 1 | – | 1 | 1 | – | 1 | – | – | 1 |
| "My inability to get agreement to my ideas" | 1 | – | 2 | 1 | – | 1 | 1 | 3 | 1 |
| "Subordinates act too slowly" | 1 | 1 | – | – | 1 | 1 | – | – | – |
| "I'm caught between the State and the community" | 1 | – | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| "The annual taxpayers' meeting" | 1 | 1 | 1 | 2 | 1 | – | 3 | – | 1 |

*(table continued)*

*Table 47 (Continued)*

The Factor Associated With the Position Which Chief School Officers *Dislike* Most

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| *Factor:* | N=565 | Under 1500 N=262 | 1500-5000 N=209 | Over 5000 N=94 | 5 or Less N=109 | 6-10 N=97 | 11-15 N=88 | 16-20 N=72 | Over 20 N=164 |
| "Having to rely on others to carry out policy" . . . . . | <1 | – | 1 | – | 1 | 1 | – | – | – |
| "Dealing with teachers' organizations" . . . . . | <1 | – | 1 | – | – | – | 1 | – | – |
| "Dealing with salesmen" . . . . | <1 | – | 1 | – | 2 | – | – | – | – |
| "Deciding whether to close school because of snow" . . . . | <1 | – | 1 | – | – | – | – | – | 1 |
| "Being forced to deny legitimate requests" . | <1<br><1 | – | 1 | 1 | 1 | 1 | – | – | – |
| "Faculty meetings". . . . . . . | <1 | – | <1 | – | – | – | – | 1 | – |
| "Ambitious subordinates who are after my job" . . . . . . . . | <1 | – | <1 | – | – | – | – | – | 1 |
| "Feeling ashamed in public for the failings of education" . . . | <1 | – | <1 | – | – | – | – | – | 1 |

## *Characteristics Desired in CSOs*

Finally, the CSOs were asked to name three characteristics which they considered most important criteria for selecting a successful CSO. 80% selected "ability to work with others" among the top three, while 51% considered a "strong sense of values" as very important. These were clearly the most frequent choices as one can see in Table 48.

Characteristics considered important less frequently included "level of information about education" (32%), "skill in communication" (30%), and "native intelligence" (25%). Considering the responsibility inherent in the CSO position, one might find these results a bit surprising. "Courage" (21%) and "health/physical stamina" (11%) were also valued characteristics. Others were cited by less than 10% of the participants and can be found in Table 48.

*Table 48*

Characteristics Desired in Chief School Officers: Frequency of Mention of Various Characteristics as Among the Three Most Important

| | All Chief School Officers | Chief School Officers in Systems with Enrollments of: | | | Chief School Officers with CSO Experience: (in years) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Under 1500 | 1500-5000 | Over 5000 | 5 or Less | 6-10 | 11-15 | 16-20 | Over 20 |
| *Characteristic* | N=565 | N=262 | N=209 | N=94 | N=109 | N=97 | N=88 | N=72 | N=164 |
| Strong sense of values . . . . . . | 51% | 47% | 53% | 57% | 48% | 58% | 37% | 63% | 53% |
| Ability to work with others . . . | 82 | 84 | 86 | 84 | 79 | 78 | 84 | 90 | 87 |
| Business sense . | 9 | 13 | 5 | 3 | 13 | 5 | 6 | 4 | 9 |
| Clearness of expression . . . . | 3 | 3 | 3 | 8 | 5 | 5 | 3 | 1 | 3 |
| Courage . . . . . | 21 | 17 | 26 | 21 | 23 | 28 | 23 | 18 | 16 |
| Health/physical stamina . . . . . | 11 | 11 | 11 | 14 | 13 | 6 | 14 | 10 | 13 |
| Knowledge of broader social problems . . . . | 7 | 4 | 9 | 11 | 8 | 6 | 9 | 7 | 4 |
| Level of information about education . . | 32 | 31 | 35 | 26 | 32 | 29 | 40 | 33 | 31 |
| Native intelligence . . . . . . | 25 | 19 | 29 | 32 | 26 | 17 | 32 | 22 | 24 |
| Persistence . . . | 2 | 2 | 1 | 2 | 3 | 1 | 3 | 1 | 1 |
| Personal appearance . . . . | 4 | 5 | 3 | 2 | 3 | 4 | 1 | 2 | 6 |
| Practicality . . . | 9 | 11 | 7 | 9 | 10 | 9 | 13 | 7 | 9 |
| Skill in communication . . . | 30 | 30 | 29 | 29 | 29 | 28 | 26 | 33 | 30 |
| Tact . . . . . . . | 9 | 12 | 4 | 6 | 6 | 10 | 7 | 6 | 9 |
| The university or college at which he was trained . . . . . | 1 | <1 | 2 | 2 | 1 | – | 1 | – | 2 |

# PART B

# REPORT OF INTERVIEWS PERSONALITY TESTS AND ACTIVITY LOGS

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# DESCRIPTION OF THE STUDY

## *Background*

In addition to the questionnaire survey, the results of which are reported in Part A, above, the Committee staff undertook an intensive study of a small sample of CSOs in the state. CSOs from districts of 4,000 to 10,000 enrollment were selected on the basis that growth and consolidation of districts in the future will result in many districts of this size. Therefore, the researchers felt that it was important to gather as much information as possible about the incumbents of such positions.

Of the 45 CSOs contacted from this sized district – (4,000-10,000), 37 men agreed to participate in the study. Each of these was interviewed regarding various aspects of his job. A Cattell 16 Personality Factors instrument was administered and each man was also asked to have his secretary keep a log of his activities for a five day period. For purposes of analysis a panel of 19 experts in education and educational administration rated the CSOs they knew on a 5 point scale. Thus data from various sources and about numerous aspects of the men and their jobs were collected for each participant.

## *Methodology*

*Interviews.* Each of the CSOs was interviewed in the field and the schedule of questions is included as Exhibit 2 in the Appendix. The interviewers took thorough notes, verbatim accounts whenever possible, and wrote up completed protocols within a few hours after each interview was finished. These protocols were then content analyzed with the anonymity of the CSO being preserved by a system of code numbers. Data from the content analysis were further split into two categories according to whether the response came from a CSO in the upper half of the "expert" ranking, or in the lower half. Again, code numbers were used to insure the privacy of both the CSOs identity and his rank assigned by the judges.

*Cattell 16 Personality Factors.* The 16 PF test is well-known and has been thoroughly researched for its reliability and validity. Extensive profiles have been accumulated for both occupational and clinical groups. According to its authors, Drs. Raymond B. Cattell and Herbert W. Eber, the 16 PF:

> . . . . is a factor analytically developed personality questionnaire designed to measure the major dimensions of human personality comprehensively.

Forms A and B of the test, designed to be intelligible to a wide range of educational levels, consist of 187 questions and were self-administered by the CSOs. Exhibit 3 in the Appendix reports what the test measures.

The main purpose of this information was descriptive. However, since profiles of other occupational groups exist, comparison is possible. In addition, the rankings of the CSO permit cross-tabs of this information with the 16 PF results.

*Activity Logs.* Each CSO was asked to have his secretary keep a log of his activities for a five day period. A copy of the secretary's instructions and a sample form are included as Exhibit 4 in the Appendix. The coding information adapted from Hemphill* is reported in Exhibit 5 and a sample log analysis sheet is listed as Exhibit 6. The coding was all done by the authors after trial coding demonstrated adequate reliability.

*Evaluations.* Nineteen men knowledgeable in the theory and practice of educational administration were asked to rate each of the CSOs whom they knew. Exhibit 7 shows the form which they used. Average ratings were computed and used to rank the men. Each CSO was rated by a minimum of 4 "experts" to a maximum of 17; the average number of ratings given was 11.3. Naturally, the raters, ratees and the standings are kept in strict confidence with the results reported in anonymous statistical form.

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*Recommendations and Report of a Survey on College and University Presidents, Regents Advisory Committee on Educational Leadership (in press).

# *DISCUSSION OF THE FINDINGS*

## *Foreword*

The results of this study are reported in the following text and tables under three headings: Interviews, Cattell 16 PF and Activity Logs. Since the sample population was relatively homogeneous with respect to age, size of district, years of experience as CSO, and sex, the analysis is based upon the evaluations of the CSOs by the panel of judges. In most cases, comparisons are drawn between those ranked from 1-16 with those ranked from 17-33. While much of the data shows differences between the upper and lower halves of the sample, those instances where there are no differences also provide interesting insights into the nature of the CSO position and incumbents.

## *Interview Results*

*Why School Administration?* Reasons given for first entering school administration stressed salary consideration (see Table 1a). The second and third most frequent responses were encouragement by teachers, administrators or Board members and the attraction of added responsibility, leadership, impact and service. The latter two reasons were given much more often by those CSOs judged in the lower half by the panel of experts, although there was no difference between the upper and lower groups when salary was cited.

*Table 1a*

Why First Entered School Administration

| *Reasons* | *Upper Half** | *Lower Half** |
|---|---|---|
| Salary | 10 | 9 |
| Encouraged by teacher, Board or other CSO | 4 | 7 |
| More responsibility, leadership impact, service | 3 | 8 |
| Way to get ahead | 4 | 3 |
| Prestige, recognition | 3 | 1 |
| Next thing to do after teaching | 1 | 2 |
| Bored with teaching | 2 | - |
| Challenge of job | 1 | 1 |

* Total of column exceeds number of subjects because of multiple responses.

Others saw the CSO position as a "way to get ahead," while fewer mentioned the prestige and recognition associated with the job. The least frequent reasons given were "It's the next thing to do after teaching," "I was bored with teaching," and "the job was challenging."

The administrators were also asked why they stayed in their jobs (Table 1b). Unlike their responses to why they entered administration, the chief reason cited for their staying in administration was the challenge of the job. Curiously enough, fewer from the higher ranked group (6) gave this reason than did those of the lower group (10). Both groups agreed that contributing to society and enjoying the work with youngsters influenced their staying on the job.

The remaining responses included the interesting variety of contacts in the job, the respect and prestige of the position and salary considerations. Others mentioned the opportunity for personal growth and learning, the responsibility of the job, and the excitement of power struggles. Only one CSO said he stayed in administration because he was trained for it and was good at it. Another remarked, somewhat wistfully, "It's tough to change now."

In general these findings are in close agreement with those on career patterns which the survey yielded.

*Table 1b*

Why Stay in School Administration

| *Reasons* | *Upper Half* | *Lower Half* |
|---|---|---|
| Challenge of job | 6 | 10 |
| Contribution to society | 7 | 5 |
| Enjoy work with people/youngsters | 6 | 6 |
| Interesting variety-contacts on job | 4 | 2 |
| Respect/prestige of position | 3 | 1 |
| Salary | 1 | 2 |
| Personal growth and learning | 1 | 2 |
| Responsibility of job | 1 | 1 |
| Excitement, adventure of power struggles | 2 | – |
| Trained for it, good at it | 1 | – |
| Tough to change, now | – | 1 |

*The CSO Role.* A majority of CSOs classified their role as an educational leader and salesman to the Board and the public. Many thought, too, that the coordination, organization and implementation of programs were of major importance. Three times as many CSOs from the upper group as from the less highly evaluated half saw leadership of staff as a key function.

Table 2a lists other areas of responsibility mentioned by the respondents. These include recruitment of staff, planning local programs, personal study and growth and employee negotiations and mediations as well as many additional items. It was surprising to discover that only 2 or 3 CSOs thought to include experimentation and innovation of programs, evaluation of programs and decision-making as important aspects of their role.

*Table 2a*

Proper Role of CSO

| *Activity* | *Upper Half* | *Lower Half* |
|---|---|---|
| Educational leader and salesman for Board and public | 12 | 9 |
| Coordination, organization and implementation of programs | 7 | 11 |
| Leadership of staff | 9 | 3 |
| Recruitment of quality staff | 4 | 4 |
| Planning local programs | 4 | 2 |
| Personal study and growth | 2 | 4 |
| Employee relations including negotiation/mediation | 2 | 3 |
| Community activities | 3 | 2 |
| Administration of funds/facilities | 2 | 3 |
| State, national and international leadership in education | 3 | – |
| Experimentation/innovation of programs | 2 | 1 |
| Decision-maker | 1 | 1 |
| Evaluation of programs | – | 2 |
| Influence quality of Board members | 1 | – |

Table 2b lists the responses to a query about changes in the role of the CSO over the past few years. Both upper and lower rated groups believed that more tasks, more complexity, more delegation and more teamwork have developed over the years. Both groups also gave similar prominence to the rise of power among teachers including their influence on policy formation. This opinion was expressed frequently, albeit without malice or fear, and is the first evidence of much obtained throughout the interviews that organized pressure groups do exist and do influence the CSO. Such information directly contradicts what the CSOs reported on the written questionnaire. In our opinion, the admission of pressure groups and their influence is the more realistic of the two discrepant findings of our research, it certainly is more consistent with previous research and experience. Other changes mentioned which support our interpretation include the "rise of federal and state influence," the "increase in citizen committees," the "greater pressure of the job and from external groups," "more competent, intellectual, active and creative Board members" and the subsequent decline of CSO influence on teachers, the Board and the general public. Although the last few items were mentioned by only a

*Table 2b*

### Changes in CSO's Role in Last Few Years

| *Change* | *Upper Half* | *Lower Half* |
|---|---|---|
| More tasks, more complexity, more delegation, more team approach and coordination | 9 | 11 |
| Now must accommodate rise of power of teachers including influence on policy formation | 8 | 7 |
| Rise of federal, state influence | 3 | 5 |
| More citizen committees | 4 | 1 |
| More public relations work necessary | 3 | 1 |
| More conferences outside school system | 4 | – |
| Concern with social issues outside schools | 3 | 1 |
| Size of district increased | 2 | 1 |
| Pressure of job and from external groups is greater | 2 | 1 |
| Not too much change | 2 | 1 |
| From caretaker to leader/evaluator/motivator | 2 | – |
| From business administrator to curriculum and program planner | 1 | 1 |
| Further from classroom; never see kids | 1 | 1 |
| More competent, intellectual, active, creative Board members | 1 | 1 |
| CSO influence on teachers, Board and public severely declining | 1 | 1 |
| Curriculum, program expanded | – | 1 |
| CSO selection based on better criteria | – | 1 |

few CSOs, collectively they form a clear picture of diverse and increasing sources of pressure on the CSO.

The CSOs were also asked if they thought educational administration differed significantly from administration in other fields. As we see in Table 2c, only two said that educational administration "definitely" differs from administration. Four answered "not at all" while the vast majority said "somewhat" or "not much." Among the list of administrative elements peculiar to education were the necessity for public approval of budgets and the uniqueness of the product (children). Lack of an easy yardstick of performance, e.g. profit, and the relatively greater freedom in business were two other differences mentioned frequently.

Only four aspects were mentioned as being common to most administrative positions. Human relations were cited as most important and the planning for finances, personnel, facilities and equipment was also considered similar in most administrative fields. Analogies were also drawn between taxpayers and stockholders, school boards and boards of directors, and CSOs and business executives. One CSO also mentioned that most administrators had to deal with some form of labor union.

*Table 2c*

### Does Educational Administration Differ Significantly From Administration in Other Fields?

| | *Definitely* | *Somewhat* | *Not Much* | *Not at all* |
|---|---|---|---|---|
| Upper Half | 1 | 7 | 5 | 2 |
| Lower Half | 1 | 5 | 8 | 2 |

| | *Upper Half* | *Lower Half* |
|---|---|---|
| *Differences* | | |
| Public budget approval | 7 | 5 |
| Different product: children and professionals | 3 | 8 |
| Different goal: profit and better yardstick | 4 | 6 |
| Business has more freedom | 3 | 3 |
| Need teaching experience | 2 | 2 |
| Need substantive knowledge reeducation | 1 | 1 |
| Labor situation is different | 1 | 1 |
| Less money in education | 11 | – |
| More comprehensive, complicated problems in education | – | 11 |
| Not as much power for CSO | – | 1 |
| *Similarities* | | |
| Human relations same in any field | 6 | 3 |
| Planning for finances, personnel, facilities, equipment similar | 1 | 3 |
| Taxpayer – stockholder, school board – board of directors, CSO – business executive analogies | – | 2 |
| Labor unions in all administration fields | 1 | – |

Future changes in the CSO role were predicted by the respondents with each of the 4 most frequently mentioned changes corroborating the image of the CSO as subject to pressures from different sources. Both the upper and lower evaluated groups agreed that teacher influence on policy and planning will increase. Six of the former group as opposed to 2 of the latter see the CSO becoming more of a team member and generalist and less of an individual actor and expert. Both groups also predicted that the CSO would become more active in political and government areas and would become more involved in social issues. These and other changes (see Table 2d) were viewed as improvements, but were recognized as making the job more difficult and thus requiring better men and better (and different) training.

*Obstacles.* When asked about obstacles to performing their role, the less highly evaluated group complained of lack of money, lack of quality personnel and demands of board activities, twice as often as did the

### *Table 2d*

## Future Changes in CSO Role

| *Change* | *Upper Half* | *Lower Half* |
|---|---|---|
| Teacher influence on policy & planning will increase | 4 | 4 |
| CSO more a team member/generalist than an individual actor/expert | 6 | 2 |
| CSO more active in political/government area | 4 | 3 |
| CSO more involved in social issues | 3 | 4 |
| No major changes: more of the same | 1 | 6 |
| Negotiation/mediation with teacher unions | 2 | 2 |
| Greater militancy by students, teachers and public; increased pressure from organized groups | 3 | – |
| More personnel relations; recruiting, mediating non-professional staff | 2 | 1 |
| More public relations necessary | 1 | 1 |
| Greater control from state (e.g. budget approval) | 1 | 1 |
| Board concentration on policy | 1 | – |
| CSO emphasis on curriculum/program | 1 | – |
| More educational research supervised by CSO | 1 | – |
| More problems with large districts | – | 1 |
| Less vocational education | – | 1 |

### *Table 3a*

## Obstacles to Performance of CSO Role

| *Obstacle* | *Upper Half* | *Lower Half* |
|---|---|---|
| Lack of money | 7 | 12 |
| Lack of Quality Personnel | 5 | 9 |
| Lack of time | 7 | 4 |
| Board activities | 2 | 5 |
| Narrow provincialism/conservatism of public | 1 | 3 |
| Pressure groups | 3 | 1 |
| Administrative details | 3 | – |
| Too much personnel and public relations | 1 | 2 |
| Rapidity of Change | 2 | – |
| Public Apathy | – | 2 |
| Limited Facilities | 1 | 1 |
| Limits of CSO's own creative, imaginative, etc. abilities | 1 | 1 |
| Bureaucratic size | 1 | 1 |
| Energy limits | 1 | – |
| Failure of subordinates to accept decision-making responsibility | 1 | – |
| Expectations for CSO participation in community activities | 1 | – |

upper group. However, this ratio was reversed when lack of time was identified as an obstacle to performing the job. The narrow provincialism and conservatism of the public and the interference of pressure groups were also mentioned as obstacles. A number of other items that one or two CSOs cited as difficulties interfering with their performance are also shown in Table 3a.

Both the upper and lower groups agreed better than two to one that New York State schools are innovating too slowly. Among the numerous reasons given the most frequent was that teachers are too conservative (seven of the lower evaluated CSOs thought this to be true as opposed to only two of the upper group). Both groups referred to the lack of money and quality staff as the difficulty in objectively evaluating innovation. The less highly evaluated CSOs also frequently mentioned the fadish nature of much experimentation and the problems of introducing change in any bureaucratic structure. Other obstacles to innovation are shown in Table 3b.

*Table 3b*

Are NYS Schools Innovating Too Slowly?

| | Yes | No |
|---|---|---|
| Upper Half | 11 | 4 |
| Lower Half | 12 | 5 |

| *Reasons* | *Upper Half* | *Lower Half* |
|---|---|---|
| Teachers are too conservative | 2 | 7 |
| Not enough money | 3 | 4 |
| Innovation & Experimentation too often "fadish," band wagon, attention devices | 2 | 5 |
| Hard to evaluate innovation, no objective measures | 3 | 3 |
| Lack of quality staff | 2 | 3 |
| Difficult to innovate in bureaucratic social institutions | - | 5 |
| Public conservatism when experimenting with children | 2 | - |
| Regents exams hold back innovation | 1 | 1 |
| State Department of Education now giving some leadership | 1 | - |
| Need for cooperative efforts among districts | 1 | - |
| Hard just to keep status quo | 1 | - |

*Satisfactions and Dissatisfactions.* Chief among the satisfactions for the more highly evaluated CSOs was improving curriculum, while the lower group derived more satisfaction from witnessing the success of students and staff members. The upper group cited work with their Board and high

*Table 4a*

## CSO Satisfactions

| *Satisfactions* | *Upper Half* | *Lower Half* |
|---|---|---|
| Success of students | 6 | 10 |
| Improving curriculum | 10 | 3 |
| Passage of bond issues, budgets, salary schedules | 4 | 4 |
| Success of staff members | 1 | 4 |
| Work with board | 3 | – |
| High staff morale | 3 | 1 |
| Building facilities | – | 3 |
| Work with PTA | 2 | – |
| Leadership in community – recognition | 2 | – |
| Recruiting good people | – | 2 |
| Working with administrative staff | – | 2 |
| Expressions of satisfaction from parents | 1 | 1 |
| Integrating schools – racial balancing | 1 | – |
| Writing reports, memos | 1 | – |
| Significance of education to society | 1 | – |
| Mediating | 1 | – |

*Table 4b*

## CSO Dissatisfactions

| *Dissatisfactions* | *Upper Half* | *Lower Half* |
|---|---|---|
| Lack of teacher idealism, dedication; militancy, discord | 2 | 5 |
| Administrative details, interruptions | 4 | 1 |
| Lack of contact/communication with teachers | 3 | 1 |
| Seeing kids fail | 1 | 3 |
| Pressure of outside professional responsibilities | 1 | 2 |
| Night meetings, time away from home | 2 | 1 |
| Not moving fast enough educationally | – | 3 |
| Budget preparation; financial administration | 2 | – |
| Criticizing citizens without constructive proposals | 2 | – |
| Low quality staff | 2 | – |
| Inability to convince public to support education: $ | 2 | – |
| Pettiness of people | 2 | – |
| Firing failures, disciplining | – | 2 |
| Loneliness; isolation from people | 1 | 1 |
| Public apathy, lack of understanding | 1 | 1 |
| Board | 1 | 1 |
| Lack of contact with students | 1 | – |
| Lack of contact with curriculum, program planning | 1 | – |
| Physical strain of job | 1 | – |
| Increased power from pressure groups | 1 | – |
| Inability to motivate students | 1 | – |
| Rapidity of change, innovation | – | 1 |

staff morale as sources of satisfaction to them, and both groups enjoyed successful passage of bond issues, budgets and salary schedules. Other items are contained in Table 4a.

Expressions of dissatisfaction fit a similar pattern. The lower group showed more sentimentality by more frequently listing the lack of "teacher idealism and dedication" and "seeing kids fail" as their chief dissatisfactions. The more highly evaluated CSOs stressed annoyance at interruptions and administrative details and lack of contact or communication with teachers. There was considerably less agreement with respect to dissatisfactions than there was toward satisfactions – thus the items in Table 4b are more numerous.

*Table 5a*

How CSOs Relax

| *Activity* | *Upper Half* | *Lower Half* |
|---|---|---|
| Sports (tennis, badminton, golf, skiing, volleyball, fishing, boating, swimming, bowling, handball, hunting, billiards, horseback riding, softball) | 12 | 12 |
| Reading: history – fiction or non-fiction | 7 | 7 |
| Reading: biographies, autobiographies | 4 | 4 |
| Reading: best-sellers | 6 | 1 |
| TV | 3 | 4 |
| Gardening | 4 | 3 |
| Entertaining – social life | 4 | 3 |
| Reading: Detective Stories/westerns | 4 | 2 |
| Music: live performance, recordings, FM | 3 | 3 |
| Bridge | 2 | 3 |
| Walking | 4 | 1 |
| Plays, theater | 3 | 1 |
| Travel; US and abroad | 1 | 3 |
| Home repairs and improvements | 3 | 1 |
| Attend conferences with other CSOs | 3 | – |
| Poker | 1 | 2 |
| Community affairs | – | 2 |
| Reading: civil rights books | 2 | – |
| Ball games – spectator | 1 | 1 |
| Stamp-collecting | 1 | 1 |
| Chess | 1 | 1 |
| Dancing | 1 | – |
| Movies | 1 | – |
| Children | 1 | – |
| Reading: political science, sociology | 1 | – |
| Camping | 1 | – |
| Crossword puzzles | – | 1 |
| Reading: travel books | – | 1 |
| Bird-watching | – | 1 |
| Antique-collecting | – | 1 |

*Relaxation.* In spite of, or perhaps because of, the pressures of their jobs, CSOs know how to relax. The 33 respondents mentioned 30 different activities which relieve the tensions of their jobs (see Table 5a). Most popular was reading with history, biographies, best-sellers, detective stories and westerns listed in order of their preference. CSOs are also enthusiastic participants in 14 different sports which constituted the second most frequent response. The highly evaluated CSOs outnumbered the less highly ranked group in each of the following activities: reading best-sellers, walking, attending the theater, attending conferences, and repairing and improving their homes.

*Table 5b*

CSO Reading: News

| *Media* | *Upper Half* | *Lower Half* |
|---|---|---|
| *Newspapers* | | |
| N.Y. Times/Herald | 13 | 12 |
| Local papers | 13 | 12 |
| Wall Street Journal | 1 | 1 |
| Radio | 4 | 4 |
| TV | 5 | 5 |
| *Periodicals* | | |
| Time | 6 | 8 |
| Life | 7 | 4 |
| Newsweek | 5 | 5 |
| Saturday Review | 4 | 4 |
| Reader's Digest | 2 | 5 |
| U.S. World News and Report | 3 | 3 |
| Sports Illustrated | 2 | – |
| Changing Times | – | 2 |
| Look | 1 | 1 |
| Ladies Home Journal | 1 | 1 |
| Better Homes and Gardens | 1 | 1 |
| Fortune | 1 | 1 |
| Harper | 1 | – |
| Atlantic | 1 | – |
| New Yorker | 1 | – |
| Foreign Affairs | 1 | – |
| Daedalus | 1 | – |
| Commentary | 1 | – |
| Commonwealth | 1 | – |
| National Observer | 1 | – |
| Saturday Evening Post | – | 1 |
| National Geographic | – | 1 |
| Photography | – | 1 |
| Parents Magazine | – | 1 |
| Business Week | – | 1 |
| Kiplinger Newsletter | – | 1 |

*Keeping Informed.* The reading habits of CSOs in their efforts to keep informed about current events are shown in Table 5b. 75% read the New York Times, Herald Tribune and/or local papers for news, while less than ⅓ listen to radio and TV for this purpose. The most popular periodicals are *Time, Life, Newsweek, Saturday Review, Reader's Digest* and *U.S. World News and Report.*

*School Management, Nations Schools* and *School Boards Journal* were the most frequently cited professional journals. *Educational Digest* and NEA bulletins were the next most frequent choices and were twice as popular with the more highly rated CSOs. Other popular professional reading included State Education Department publications, Croft publications and *School Executive.* Some twenty-two other publications are listed in 5c.

*Table 5c*

CSO Reading: School Business

| *Journals* | *Upper Half* | *Lower Half* |
|---|---|---|
| School Management | 9 | 5 |
| Nations Schools | 8 | 6 |
| School Boards Journal | 6 | 7 |
| Educational Digest | 7 | 3 |
| NEA Bulletins | 5 | 2 |
| State Education Department publications | 4 | 3 |
| Croft publications | 3 | 3 |
| School Executive | 2 | 2 |
| American School and University | 2 | 1 |
| American School Board Journal | 2 | — |
| NYSTA Journal | 2 | — |
| AASA Yearbooks | 2 | — |
| Federal School News Dispatch | 2 | — |
| U. S. Digest | 2 | — |
| Phi Delta Kappan | — | 2 |
| Teachers College Record | 1 | 1 |
| NYS Education | 1 | — |
| Wall Street Journal | 1 | — |
| Educational Summary | 1 | — |
| School District Lawletter | 1 | — |
| Harvard Educational Review | 1 | — |
| Journal of Applied & General Psychology | 1 | — |
| NCTE Journal | 1 | — |
| Saturday Review | — | 1 |
| Review of Educational Research | — | 1 |
| Harvard Business Review | — | 1 |
| Educational Review | — | 1 |
| School Business Affairs | — | 1 |
| American Education | — | 1 |
| Education U.S.A. | — | 1 |

As was documented from the survey data, CSOs attend many conferences and meetings. Most popular with our respondents were AASA, university workshops and seminars, NYSSBA, NYS Council of Superintendents and local administrative meetings. While most of these meetings and others listed in Table 5d were named by both the upper and lower ranked CSOs, the NYSSBA meetings were preferred 7 to 2 by the more highly ranked group.

*Table 5d*

Conferences and Meetings

| *Conference* | *Upper Half* | *Lower Half* |
|---|---|---|
| AASA | 11 | 10 |
| Seminars/administrative workshop at universities (Harvard, NYU, Cornell, Syracuse, Rochester, Buffalo, SUNY, Southern Florida) | 5 | 6 |
| NYSSBA | 5 | 4 |
| NYS Council of Superintendents | 7 | 2 |
| Local Administrators Meetings | 3 | 5 |
| NYSTA Zone Meetings | 3 | 1 |
| American, NYS School District Administrators | 1 | 3 |
| Nassau County Superintendent's Association | 3 | – |
| ASCD | 2 | 1 |
| National School Boards Meeting | 1 | 1 |
| ESEA – federal meetings | 1 | 1 |
| Visits to other school systems | 1 | 1 |
| ITA | 1 | – |
| South Shore group | 1 | – |
| Council on Administrative Leadership | 1 | – |
| Middle States Association | 1 | – |
| Headmasters Association | 1 | – |
| Educational Records Bureau | 1 | – |
| State Guidance Meetings | 1 | – |
| Commissioner's Advisory Council of School Superintendents | 1 | – |
| School Boards Institute | – | 1 |
| Suffolk County Superintendents | – | 1 |
| Educational Research Meetings | – | 1 |

When asked to cite the most significant books recently read, the most frequent response (upper half: 3, lower half: 7) was "None." The evidence indicates that the CSOs don't read many books that are professionally significant to them; many admitted that they just didn't have time. *The Superintendency Team* was the book named most frequently (5 choices), but Conant and Bruner were the most popular of the ten authors named. See Table 6 for the full list.

## *Table 6*

## Most Significant Books Recently Read

| *Book* | *Upper Half* | *Lower Half* |
|---|---|---|
| None significant | 3 | 7 |
| *The Superintendency Team* | 2 | 3 |
| AASA Yearbooks | 2 | 1 |
| Conant (no specific book named) | 2 | 1 |
| *(American High School Today)* | 2 | — |
| *(Education in the Junior High School Years)* | 1 | — |
| *To Be Young* | 1 | 1 |
| Bruner (no specific book named) | 1 | 1 |
| *(On the Learning Process)* | 2 | — |
| *(Education in American Life)* | — | 1 |
| Gardner *(Excellence)* | 1 | 1 |
| *(Self-Renewal)* | 1 | — |
| *Nigger* | 1 | — |
| *Black Like Me* | 1 | — |
| AASA Commission on Civil Rights | 1 | — |
| *Executive Jungle* | 1 | — |
| *The Source* | 1 | — |
| AASA Report: *Religion and Public Schools* | 1 | — |
| Negotiations — (State Education Department) | 1 | — |
| *Summerhill* | 1 | — |
| AMA publications | 1 | — |
| *Up the Down Staircase* | 1 | — |
| *Ancient Education and Today* | 1 | — |
| *The Silent Language* | 1 | — |
| *Centralization of School Policy* | 1 | — |
| Managerial Grid | 1 | — |
| NEA: *Deciding What to Teach* | — | 1 |
| *The Slow Learner* | — | 1 |
| *My Eyes Have Seen* | — | 1 |
| Brickell's Study | — | 1 |
| *Superintendent and the Staff* | — | 1 |
| *Catcher in the Rye* | — | 1 |

*Social Issues.* The CSOs were also asked to discuss any social problems which their community faced. Church-state and religious problems and achieving real integration in the schools were most frequently mentioned, especially by the most highly rated CSOs. Comments concerning racial problems in and out of the schools were also frequently heard. The less highly rated CSOs talked of another set of problems, viz. sex, drugs and drinking among youth, juvenile delinquency and breakdowns in family structure. This group also spoke of community sectionalism and cliques. A number of other problems are listed in Table 7a.

### *Table 7a*

### Social Problems of Community

| *Problem* | *Upper Half* | *Lower Half* |
|---|---|---|
| Church-state, religious problems | 7 | 2 |
| Real integration in schools | 5 | 2 |
| Racial problems, e.g. housing integration, hiring practices, etc. not directly school related | 4 | 3 |
| Sex, drugs, drinking among youth | 2 | 4 |
| Juvenile delinquency | 1 | 4 |
| Breakdown in family structure | 1 | 4 |
| Community sectionalism, cliques | 1 | 3 |
| Smug satisfaction, apathy | 2 | 1 |
| Lack of low-income housing | 2 | — |
| Civil liberties | 2 | — |
| Finding money for school building programs | 2 | — |
| Providing facilities and organization for social intercourse | 1 | — |
| Materialism | 1 | — |
| High turnover of staff | 1 | — |
| Rapid growth of community | — | 1 |
| Devising curriculum for disadvantaged | — | 1 |
| Social disintegration due to growth | — | 1 |

When asked how much they participated in solving these problems, very few – only six – CSOs indicated that they were directly involved. Most said they provided leadership inside the school system or were involved in an indirect, limited way. Most of their activity in helping to solve the problems seemed to avoid a visible role, e.g. "provide written proposals and information," "give indirect leadership behind the scenes." Eight of the 32 either gave no response or said they were not leaders in these areas.

### *Table 7b*

### CSO's Actual Participation in Problem-Solution

| *Activity* | *Upper Half* | *Lower Half* |
|---|---|---|
| Leadership Inside School System | 5 | 3 |
| Provide Speeches and Written Proposals | 3 | 3 |
| Indirect, passive – consultation for information, limited involvement | 3 | 3 |
| Visible, direct leadership, active community involvement | 4 | 2 |
| Indirect leadership behind the scenes | 4 | 1 |
| No response or no leadership | 2 | 6 |

In addition to saying that they weren't directly involved to a substantial degree, over two-thirds of the CSOs indicated that they shouldn't be actively involved. They thought passive, indirect involvement was appropriate with active leadership confined to issues that were directly related to the schools. Others felt that they should exert leadership only within the schools or only give advice to other leaders. As shown in Table 7c, only eleven CSOs advocated active community leadership in areas of social concern.

*Table 7c*

How CSOs Should Help Problem-Solution

| *Activity* | *Upper Half* | *Lower Half* |
|---|---|---|
| Passive involvement, indirect, behind scenes | 2 | 9 |
| Active community leadership | 6 | 3 |
| Lead only when issues are directly school-related | 4 | 3 |
| Active leadership only within schools | 3 | |
| No leadership | 1 | 2 |
| Advise, don't lead; lead only when forced | 1 | 1 |
| No general answer possible, situation-specific | 1 | |

*Quality of CSOs.* An overwhelming majority of CSOs (27 to 4) thought that the quality of school administrators is improving. Most of these based their belief on better training programs, the wider appeal of the position because of salary and prestige increases and the increasing use of internship programs for training and screening. See Table 8a.

Four of the less highly ranked men felt that screening had improved and less weight was put on personality. One said, "In the old days we used to appoint the winning coach to the job . . . we don't do that any more." Our evidence from the survey data is not quite so convincing.

Others felt that there were better teachers in the pool available for CSO selection while others cited the improved image of the schools in the eyes of the public. The increased certification requirements were also mentioned as a reason for their view that the quality of school administrators is improving.

The four "nays" gave reasons for their beliefs which countered the views expressed by the majority. They lamented the decrease in scholarly, liberal arts courses and increase in education and "mechanical, process courses." Others thought that today's teachers are less capable, more cynical and skeptical, and less dedicated. They also thought that there were fewer qualified people seeking the CSO position because of the inherent job strain and because of the economic competition from other well-paying jobs.

*Table 8a*

### Is Quality of School Administrators Improving?

| | Yes | No |
|---|---|---|
| Upper Half | 12 | 3 |
| Lower Half | 15 | 1 |

| | *Upper Half* | *Lower Half* |
|---|---|---|
| *Yes* | | |
| Better training programs | 9 | 7 |
| Wider appeal of position, more money, more respect | 5 | 4 |
| Internship as screening, training device | 5 | 4 |
| Better teachers in pool for CSO selection | | 8 |
| Better screening, less based on personality | | 4 |
| Better images of schools (some professional managers) | 3 | |
| New certifications are tougher | 1 | 2 |
| More men aspiring, thus more selection | 1 | 2 |
| *No* | | |
| Training worse: Less liberal arts; less scholarly; too many mechanical, process courses; too many education courses | 2 | 4 |
| Recruit from teachers who are less able than before | 3 | |
| Men more cynical, skeptical; less dedicated | 2 | 1 |
| Supply of quality people for recruitment less now | 1 | |
| Economic competition of other jobs | 1 | |
| Job strain for CSO increasing — job less attractive | 1 | |

*Recruiting CSOs.* Most of the suggestions made by the respondents for recruiting CSOs have been incorporated in the Committee's recommendations. Emphasis on encouraging young teachers was given by the present CSOs, especially by the lower-rated group. More of the upper-ranked men suggested recruiting from liberal arts colleges, offering more fellowships for graduate study in educational administration, and using professors to suggest telented undergraduates.

As shown in Table 8b other suggestions included raising the salary level to a point comparable to business and industry, using internships as screening and training devices (repeated) and making screening procedures more rigorous.

As can be seen in Table 8c both the upper and lower halves placed equal stress on the importance of bright intelligent people and of personable, likeable types. This represents a more balanced view than emerged from the survey data where "ability to work with others" and "a strong sense of values" were clearly considered more important characteristics than was intelligence.

### *Table 8b*

## Recruitment for School Administrators: How, Where?

| *Activity* | *Upper Half* | *Lower Half* |
|---|---|---|
| Encourage and select *young* teachers | 3 | 7 |
| Actively recruit from liberal arts colleges | 5 | 2 |
| Offer fellowships and travel grants | 4 | 2 |
| Use professors to spot talented undergrads | 3 | 2 |
| Raise salary level comparable to business/industry | 2 | 3 |
| Use internships as screening, training device | 3 | 1 |
| Toughen screening | 2 | 2 |
| Promote from within system whenever possible | 2 | 2 |
| Improve respect for *teaching,* thus upgrade pool of CSOs | 3 | – |
| Develop own in-service internships, e.g. "teacher-assistant principal," and use to screen administrators | 1 | 2 |
| Add salary incentive and recruit from industry and government | 2 | – |
| Give CSO tenure and respect | 1 | 1 |
| Cut out teaching experience requirement and "lousy education courses" | 1 | 1 |
| Try to establish CSO and educational administration as a profession (includes weeding out incompetent men) | 1 | – |
| Recruit from professional schools | 1 | – |

### *Table 8c*

## Recruitment of School Administrators: Who?

| *Desirable Characteristics* | *Upper Half* | *Lower Half* |
|---|---|---|
| Bright, intelligent, wise | 5 | 5 |
| Personable, likeable, personality, like people | 5 | 5 |
| Drive, ambitious, hardworking, enthusiastic | 4 | 3 |
| Dedicated, devoted to public education, kids | 1 | 3 |
| Psychologically stable; emotional, physical stamina | 1 | 3 |
| Broad experience and interests | 2 | 2 |
| Good communicator | 2 | 1 |
| Leadership: active participant in activities | 2 | 1 |
| Spiritually inclined | 1 | 1 |
| Family man | 1 | 1 |
| Young | 1 | 1 |
| Tolerant of other ideas, open-minded | 1 | 1 |
| Principled | 1 | – |
| Maturity | 1 | – |
| Well-mannered, considerate, kind | 1 | – |

The CSOs also want men with drive and ambition who are hardworking and enthusiastic. Other desirable characteristics included being "dedicated, devoted to the public and the kids" and "psychologically stable" and having "emotional and physical stamina." Taken collectively, the many characteristics listed in the table define the paragon of virtue rarely attained by human beings.

*Training CSOs.* An equal number of respondents (17 or 50%) thought that teaching experience should be required of CSOs and that one year administrative internships should also be required. Only 3 respondents felt that teaching experience shouldn't be required while the same number thought research ability wasn't necessary. Conversely one third of the sample felt familiarity with research techniques was important while the same percentage suggested deleting "watered down" education courses from training programs. Others thought that interdisciplinary education and liberal arts should be stressed.

Only one of the upper ranked men (versus 4 of the lower ranked group) suggested more business administration and public relations work. This same split occurred on the suggestion to include more practical courses with cases, role-playing and simulation. See the data in Table 8d.

*Table 8d*

Recommended Changes in Training of CSOs

| *Change* | *Upper Half* | *Lower Half* |
|---|---|---|
| Definitely require teaching/classroom experience | 10 | 7 |
| Require one year internship | 7 | 10 |
| Familiarity or ability to do research and understand statistics | 5 | 6 |
| Cut out "watered-down" education courses | 4 | 6 |
| Interdisciplinary education and liberal arts education should be stressed | 4 | 2 |
| More business administration training including public relations | 1 | 4 |
| More practical courses: cases, role-playing, simulation | 1 | 4 |
| Don't require CSOs to have teaching experience | 2 | 1 |
| Don't require research ability | 2 | 1 |
| Encourage in-service programs | 2 | |

*The State Education Department Role.* Some eighteen suggestions were given to the State Education Department by the respondents. The most frequent advice given was that the State Education Department stay out of recruiting. Others thought that the Albany office could provide a clearing house service with information regarding candidates and jobs supplied by the local school districts. Suggestions also included state-sponsored fellowships, broader, more flexible certification requirements and the addition of an internship requirement for certification. Each of the remaining 18 different comments were made by only one or two CSOs (see Table 8e) and included "let the institutions certify and cut back the number of institutions to high quality ones," "let the colleges and universities recruit locally" and "influence state colleges to tougher courses."

*Table 8e*

Possible State Education Department Assistance in CSO Identification, Recruitment and Preparation

| *Activity* | *Upper Half* | *Lower Half* |
|---|---|---|
| State Education Department should stay out of recruiting | 6 | 6 |
| School district should identify talent and relay information to State Department | 3 | 2 |
| State Education Department sponsor fellowships for education administration | 2 | 2 |
| Broaden certification requirements — more flexible | 2 | 2 |
| Require internship for certification | 1 | 3 |
| State Education Department should establish a clearing house for experienced teachers or CSOs | 2 | 1 |
| Let colleges/universities recruit locally | 1 | 2 |
| Let institutions certify and cut back number of institutions to high quality ones | 1 | 2 |
| Don't change certification requirements | 1 | 2 |
| Influence state colleges to toughen courses | 1 | 1 |
| State should do market research | 1 | 1 |
| No certification requirements | 1 | |
| Should concentrate on developing CSO once he is in the job | 1 | |
| License and certify on basis of on-the-job evaluation | 1 | |
| Certification should be 60 hours | | 1 |
| Encourage women CSO | | 1 |
| Encourage experimental training programs | | 1 |
| Weed out candidates before certification | | 1 |

### *Cattell 16 Personality Factors*

Of the 16 factors tapped by the Cattell instrument 5 of these showed scores (means for all participating CSOs) outside the range of the average for the general adult population. Our sample showed itself to be more outgoing than most adults. They are also more intelligent and more emotionally stable than the average adult. The CSOs also averaged higher scores on the conscientious and group-dependent dimensions. (See Table 9).

One of these factors, plus four others, also proved to be points of difference between the highly ranked CSO and those rated less highly. The upper group appeared as more expedient (a law to himself, by-passes obligations) while the lower-ranked group was more conscientious (perserving, staid, rule-bound). The other four factors appeared as follows:

| *Upper Half* | *Lower Half* |
|---|---|
| More tender-minded, dependent, sensitive, over-protected | More tough-minded, self-reliant, realistic, no-nonsense |
| More imaginative, wrapped up in inner urgencies, careless of practical matters, bohemian | More practical, careful, conventional, regulated by external realities, proper |
| More forthright, natural, artless, sentimental | More shrewd, calculating, worldly, penetrating |
| More casual, careless of protocol, untidy, follows own urges | More controlled, socially precise, self-disciplined, compulsive |

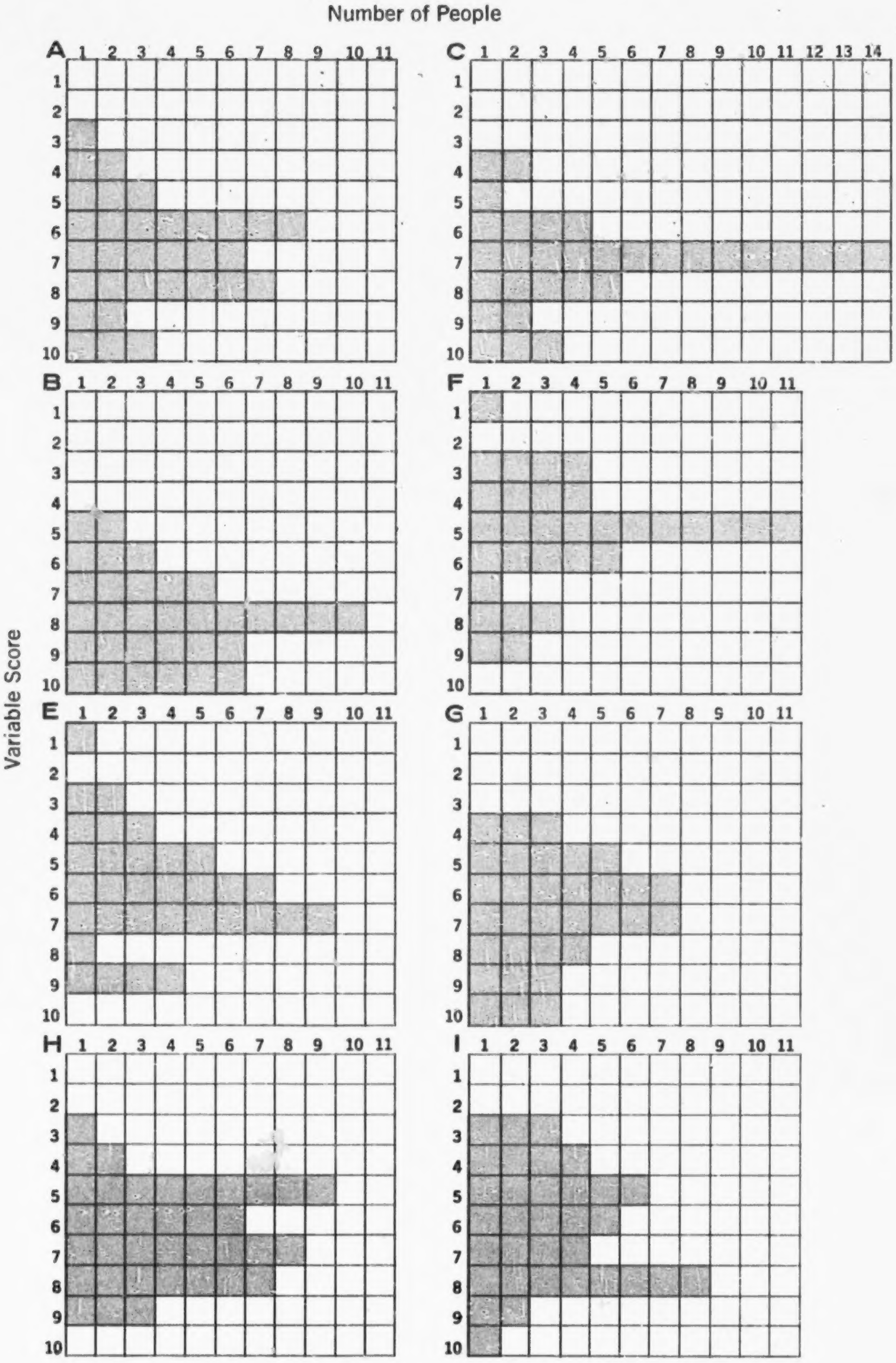
The frequency distribution of scores for each of the 16 factors is shown in Table 10. Thus one can see the profile of the scores from which the overall means were computed.

*Table 9*

Cattell 16 Personality Factors

| *Factor* | *Average Score Upper Half* | *Average Score Lower Half* | *Overall Mean* |
|---|---|---|---|
| A | 6.7 | 7.0 | 6.9 |
| B | 7.9 | 8.1 | 8.0 |
| C | 7.0 | 7.4 | 7.2 |
| E | 5.0 | 5.5 | 5.2 |
| F | 5.9 | 6.2 | 6.0 |
| G | 6.2 | 7.3 | 6.8 |
| H | 6.4 | 6.4 | 6.4 |
| I | 6.9 | 5.5 | 6.1 |
| L | 4.7 | 5.0 | 4.9 |
| M | 5.7 | 5.1 | 5.4 |
| N | 5.7 | 6.2 | 6.0 |
| O | 5.0 | 5.1 | 5.1 |
| $Q_1$ | 5.3 | 5.5 | 5.4 |
| $Q_2$ | 4.2 | 4.3 | 4.2 |
| $Q_3$ | 6.1 | 6.7 | 6.4 |
| $Q_4$ | 5.0 | 4.8 | 4.9 |

| *Factor* | A person with a low score is described as: | A person with a high score is described as: |
|---|---|---|
| A | RESERVED, detached, critical, cool | OUTGOING, warmhearted, easy-going participating |
| B | LESS INTELLIGENT, concrete-thinking | MORE INTELLIGENT, abstract-thinking, bright |
| C | AFFECTED BY FEELINGS, emotionally less stable, easily upset | EMOTIONALLY STABLE, faces reality, calm |
| E | HUMBLE, mild, obedient, conforming | ASSERTIVE, independent, aggressive, stubborn |
| F | SOBER, prudent, serious, taciturn | HAPPY-GO-LUCKY, heedless, gay, enthusiastic |
| G | EXPEDIENT, a law to himself, by-passes obligations | CONSCIENTIOUS, persevering, staid, rule-bound |
| H | SHY, restrained, diffident, timid | VENTURESOME, socially bold, uninhibited, spontaneous |
| I | TOUGH-MINDED, self-reliant, realistic, no-nonsense | TENDER-MINDED, dependent, over-protected, sensitive |
| L | TRUSTING, adaptable, free of jealousy, easy to get on with | SUSPICIOUS, self-opinionated, hard to fool |
| M | PRACTICAL, careful, conventional, regulated by external realities, proper | IMAGINATIVE, wrapped up in inner urgencies, careless of practical matters, bohemian |
| N | FORTHRIGHT, natural, artless, sentimental | SHREWD, calculating, worldly, penetrating |
| O | PLACID, self-assured, confident, serene | APPREHENSIVE, worrying, depressive, troubled |
| $Q_1$ | CONSERVATIVE, respecting established ideas, tolerant of traditional difficulties | EXPERIMENTING, critical, liberal, analytical, free-thinking |
| $Q_2$ | GROUP-DEPENDENT, a "joiner" and good follower | SELF-SUFFICIENT, prefers own decisions, resourceful |
| $Q_3$ | CASUAL, careless of protocol, untidy, follows own urges | CONTROLLED, socially-precise, self-disciplined, compulsive |
| $Q_4$ | RELAXED, tranquil, torpid, unfrustrated | TENSE, driven, overwrought, fretful |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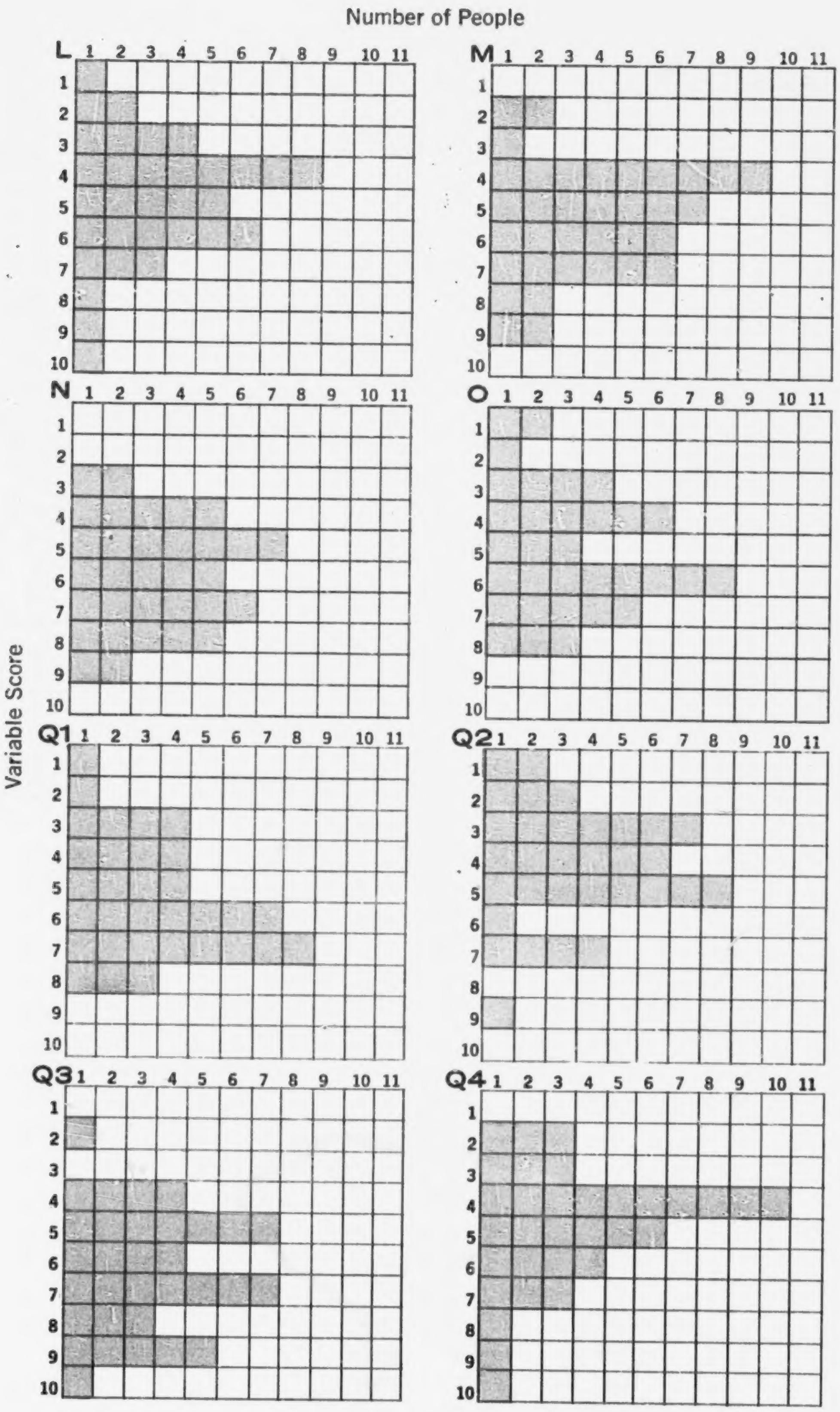
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1 2 3 4 5 6 7 8 9 10

*Hours Per Week*

According to the analysis of activity log data, the average CSO in districts of 4,000-10,000 spends 68.9 hours per week on the job (see Table 11). As one might expect from the evaluations, those ranked more highly spend considerably *less* time (62.04 hours) than do the less highly rated (75.79 hours).

*Table 11*

CSO Use of Time: Average Work Week

| | |
|---|---|
| Top Half | 62.04 hours |
| Bottom Half | 75.79 hours |
| Average | 68.9 hours |

*Persons Involved*

The average CSO spends more than one-fourth of his time alone. In decreasing order of magnitude he spends his remaining time with other administrators in his system, outsiders, Board members, outside educators and his faculty. Less than 3% of his time is shared with parents and non-professional staff and only slightly more than 2% involves students.

A number of interesting differences are obvious when the upper and lower ranked groups are compared (see Table 12). The most prominent difference appears in the time spent with outsiders; more highly evaluated CSOs spend twice as much time with non-educators from outside their systems as do the lower group. The lower-rated CSOs spend twice as much time as their more highly ranked counterparts with faculty and students. However, content analysis shows that most of the difference is due to the greater amount of time spent with discipline problems on the part of the lower group.

*Table 12*

Percent of Time Per Week by Person Involved

| | *Top Half* | *Bottom Half* | *Average* |
|---|---|---|---|
| Outsiders | 17.3 | 7.8 | 12.5 |
| Outside Educators | 8.2 | 9.0 | 8.6 |
| Parents | 2.9 | 2.9 | 2.9 |
| Board Members | 8.6 | 10.7 | 9.6 |
| Students | 1.4 | 3.0 | 2.2 |
| Faculty | 5.3 | 10.6 | 8.4 |
| Administrators | 24.2 | 26.9 | 15.5 |
| Non-Professional Staff | 2.8 | 2.8 | 2.8 |
| Chief School Officer | 29.2 | 26.0 | 27.6 |

### *Communication Used*

As shown in Table 13 roughly half of the CSO's time involves working with groups (larger than 6) or by himself; 25% of his time is spent in each setting. The next most frequent setting is a dyad followed by groups of 3 to 5 people. 7% of his time is spent on the telephone with the remainder consumed by writing (5.2%) and giving speeches (1.3%).

The last two categories are the only ones which show differences between the two groups and in both cases the more highly ranked members spend more time. For the writing category the comparison is 7.3% versus 3.1%, while the speech category shows 2.1% by the higher ranked group and only .5% by the lower CSOs.

*Table 13*

CSO Use of Time:
Percent of Time Per Week by
Communication Method Used

| | *Top Half* | *Bottom Half* | *Average* |
|---|---|---|---|
| Telephone | 6.5 | 7.2 | 6.8 |
| Group: More than 6 | 23.9 | 28.2 | 26.0 |
| Group: 3-5 | 16.5 | 14.6 | 15.6 |
| Dyad | 19.5 | 22.0 | 20.7 |
| Speech | 2.1 | 0.5 | 1.3 |
| Writing | 7.3 | 3.1 | 5.2 |
| None | 24.2 | 24.3 | 24.2 |

### *Problem Content*

Only 3 categories averaged higher than 10% of the CSO's time: "unknown" (20%), "finance" and "social-entertainment" (each slightly more than 10%). The high percentage of activities which could not be coded included a great deal of time reported simply as "Board meeting." The social entertainment category is inflated because it included time spent at lunch, when reported as such.

Three categories were disturbingly low. "Planning," "evaluation" and "reading and reflection" constituted only 5.3% of the CSO's time (2.6, 1.2 and 1.5%, respectively).

One category revealed a startling difference between the upper and lower groups (see Table 14). The lower ranked men spent almost twelve times as much time on discipline as did the more highly rated CSOs. They also spent significantly more time on curriculum problems than did the upper group (probably due to understaffing).

### *Table 14*

### CSO Use of Time: Percent of Time per Week by Problem Content

| | *Top Half* | *Bottom Half* | *Average* |
|---|---|---|---|
| Correspondence | 7.9 | 5.1 | 6.5 |
| Students | 3.7 | 2.8 | 3.2 |
| Discipline | 1.2 | 13.8 | 7.5 |
| Curriculum | 3.4 | 9.5 | 6.4 |
| Faculty | 6.0 | 6.0 | 6.0 |
| Public Relations | 4.9 | 2.4 | 4.6 |
| Finance | 13.1 | 9.1 | 11.1 |
| Travel | 2.3 | 0.7 | 1.5 |
| Personal | 2.8 | 0.5 | 1.6 |
| Administration | 8.0 | 6.8 | 7.4 |
| Construction | 2.0 | 1.9 | 2.0 |
| Recruitment | 5.8 | 4.2 | 5.0 |
| Transportation | 0.7 | 1.9 | 1.3 |
| Parents | 0.7 | 0.6 | 0.6 |
| Social and Entertainment | 12.4 | 10.2 | 11.3 |
| Reading and Reflection | 2.0 | 1.0 | 1.5 |
| Legal | 0.1 | 0.5 | 0.3 |
| Manning | 2.8 | 2.4 | 2.6 |
| Evaluation | 0.5 | 2.0 | 1.2 |
| Unknown | 19.6 | 18.6 | 19.1 |

Totals do not add to 100% because of rounding.

# SUMMARY

# PARTS A AND B

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# SUMMARY OF THE CHIEF SCHOOL OFFICER STUDY

The COEL study of Chief School Officers (CSOs) was conducted in two phases. The first involved a survey questionnaire sent to 818 CSOs in New York State. The second part of the study consisted of extended interviews, a personality test and a log of one week's activities for a selected sample of 33 CSOs in districts of 4,000 to 10,000 enrollment. Summaries of the findings of the study appear below.

## *Part A: The Survey Findings*

### *Background Characteristics*

The findings of this section point out that CSOs are almost exclusively men and their average age is 51 years. Data on father's occupation and parents' education suggest a middle to low SES family background for most of the CSOs including those most recently appointed. The educational setting slightly favors the more rural areas but includes a good percentage of urban origins. While few attended one-room schools, neither did many, especially newer CSOs, attend private schools. Although newtimers are more often Catholic than was previously true, they are not more often urbanites. Finally the size of the setting in which the CSO grew up was found to be positively associated with the size of the system in which he is CSO.

### *Training and Preparation*

The findings of this section indicate that a majority of the present CSOs attended non-public institutions for their undergraduate training and that 3 out of 4 of the universities and colleges were inside New York State. A general trend away from academic majors in science, math, English, social studies and social science is clear. An increasing number of men whose undergraduate training was in physical education are being appointed CSOs.

Graduate training of CSOs was conducted even more exclusively by non-public institutions and by institutions located inside New York State than was undergraduate training. Three-quarters of the CSOs chose majors in education. Four out of five CSOs completed an organized graduate program leading to an advanced degree, although men from large districts were more apt to do so than were the small system CSOs. Most of the respondents were satisfied with their graduate training and were especially pleased with the quality of the facilities and faculty. However, they were most critical of their fellow graduate students.

20% of the CSOs already have their doctorates while another 20% indicate that they have taken course work recently (since 1962). Not surprisingly, more CSOs from large districts have the doctorate than from the smaller systems. Three-quarters of the men hold one or two certificates; two-thirds have one in superintendency.

Evaluations of specific courses consistently revealed a high value on human relations courses. Technical skills such as school finance and law were rated of second highest importance. Conceptual skills reflected in courses dealing with curriculum theory and philosophy of education followed in third place.

*Career Patterns of CSOs*

The CSOs said that they were motivated to enter school administration because they liked to organize and administer and because of the attraction of higher salaries. Also cited as important factors were the opportunity for better service and the enjoyment of seeing their ideas put into effect.

Over one-half the men reported having worked outside the educational field. This is especially true of newer CSOs who had considerably more experience as operatives (apprentices, drivers, etc.) than the older men.

Experience in teaching averaged only 7.8 years, although longer teaching careers were more prevalent for small district CSOs. Mathematics and science were most frequently the subjects taught by the CSOs (18 and 14% respectively) with English and social studies next (12% and 11%). One man in ten had taught physical education prior to his appointment to the CSO post. However, because some CSOs had no teaching experience and others did not indicate the subjects they taught, 22% of the CSOs did not answer this question. Thus, the reliability of the figures reported here is not certain.

Administrative experience was more lengthy than teaching experience – the average CSO had accumulated 14.4 years in school administration. The average age of entering the administrative ranks was 37. Indications are that the turnover is less than might be expected. The average CSO has been in his current position for 10 years and one in eight has held the same job for over 20 years.

Immediately prior to their current position most of the men had been CSOs (30%), building principals (28%) or teachers (15%). An overwhelming majority (80%) of the CSOs followed a career line of teacher-line administrator (e.g. principal, assistant superintendent) – CSO or teacher-CSO. The latter route is more likely in smaller districts.

*Nature of the Chief School Officership*

The overall salary picture of the CSO (average yearly income: $15,500) suggests professional standing and provides an accessible means to upward mobility. However, figures on the span of control exerted by the CSO indicate that he works hard for his salary. The CSO has an average of 17.4 men reporting directly to him with this figure inflated to 21.7 for men in smaller systems.

The data also tell us that the CSO most often works alone or with a secretary, while his next most frequent work setting is with one other person. Most of the CSO's time is spent preparing for and attending Board meetings, planning the budget, recruiting personnel and planning for expansion of facilities. In evaluating their use of time, more than 20%, especially in the smaller districts, felt they spent too much time on financial administration and budget planning. Over 80% felt strongly that study, evaluation and planning of educational programs and teacher supervision were being neglected.

In addition to their regular work week, the average CSO spent an estimated 11.4 hours in the evening or on weekends attending meetings or doing office work. Consulting and/or teaching duties consumed additional hours (5 or less per week for the average man). CSOs also attend a great many conferences and professional meetings. The average of 26 for the two year period in question included 88% affirmative response for the NYS School Boards Association Convention and for local or county associations. Other popular conferences include NYS Association of School District Administrator's Conference, School Board Institute meetings, local workshops and the AASA Convention.

When asked about the most important factor preventing them from solving particular problems, the CSOs located the obstacles in a fairly uniform manner. Largely for its unwillingness or inability to pay, the community was most frequently cited as an obstacle in solving problems of funds and facilities, obtaining personnel, and improving educational opportunity. The CSOs considered themselves (their lack of time) a secondary source of difficulty in dealing with these problems. However, the frequency with which the community or the CSO was named as the obstacle was reversed when the problem of community relations was explored. Here, most of the CSOs blamed their own lack of time first, while fewer thought that the community was an obstacle. Only a very few (less than 5%) of the CSOs considered the state or their local boards to be the most important obstacles to solving the problems cited.

Few of the pressure groups listed in the survey were felt to be very influential with respect to their impact on school policies and decisions. (Note: This finding conflicts with results from the interviews and with most studies of CSOs.) Parents and teachers formed the most influential groups according to the CSOs. Others, such as religious groups, government service clubs, taxpayers' groups, the press and veterans' organizations, were only slightly effective with more influence being felt in larger systems. The mildly surprising fact was that, with the exception of the taxpayers, the CSOs indicated that these so-called pressure groups nearly always favor or are neutral about school policies.

When asked about their dislikes on the job, about 30% cited "demands on my time, keeping me from my family," "handling petty details, paperwork, reports," or "attending unnecessary or fruitless meetings." The remaining responses were distributed across some 37 other dissatisfactions.

Finally, the respondents identified characteristics which they judged to be important criteria for selecting CSOs. Among the top three choices, 80% selected "ability to work with others" and 51% chose a "strong sense of values." Given the nature of the position, a surprisingly smaller proportion included "level of information about education" (32%), "skill in communication" (30%) and "native intelligence" (25%).

## *Part B: Interview, Personality Test and Activity Log Findings*

### *Interviews*

#### 1. *Why School Administration?*

Reasons given for first entering school administration stressed salary considerations, influence of teachers, administrators or Board members, and the opportunity for responsibility and leadership. The latter two reasons were given much more often by those CSOs judged in the lower half by the panel of experts, although there was no difference between the upper and lower groups when salary was cited.

When asked why they stayed in school administration, the most popular responses included the "challenge of the job," the "contribution to society" and "enjoyment of working with people." More CSOs from the lower half group gave the challenge of the job as important. These findings are in close agreement with those on career patterns which the survey yielded.

#### 2. *The CSO Role*

Most CSOs classified their role as an educational leader and salesman to the Board and the public. Others thought that coordination, organization, and implementation of programs were important, while three times as many CSOs in the upper group as in the lower evaluated group listed leadership of staff.

A question about changes in the role over the past few years brought forth similar comments from both groups who felt that more tasks, more complexity and more delegation are associated with the role in present times. Another change prominently cited is the rise of power among teachers, including their influence on policy formation. This opinion expressed often, but without malice or fear, is the first evidence of much obtained throughout the interview that organized pressure groups do exist and do influence the CSO. This information directly contradicts what the CSOs reported on the written questionnaire.

Only two CSOs said that educational administration "definitely" differs significantly from administration in other fields. Four answered "not at all" while the vast majority said "somewhat" or "not much." Among the differences indicated were the necessity for public approval of budgets and the uniqueness of the product, i.e. children! Lack of an easy yardstick of performance, e.g. profit, was also mentioned. The most frequent similarity cited was the importance of human relations in all types of administration.

Both the upper and lower evaluated groups agreed in predicting an increase in teacher influence on policy and planning. However, only 6 of the former group as opposed to 2 of the latter see the CSO becoming more of a team member and generalist and less of an individual actor and expert. Most of the changes predicted for the CSO role were viewed as improvements, but were recognized as making the job more difficult and thus requiring better men and better (and different) training.

### 3. *Obstacles*

The lower group complained of lack of money, lack of quality staff and the demands of board activities twice as often as did the more highly evaluated men. However, this ratio was reversed when lack of time was identified as an obstacle to performing the job.

Both groups agreed that New York State schools are innovating too slowly; only one-third of the respondents felt satisfied with the present rate. Conservative teachers, lack of money and the faddish nature of much innovation were most frequently given as reasons for their opinions. The less highly evaluated men cited these more often than did the upper group. However, most men also stated that the rate of innovation has increased in the past few years and expressed hope at this "good sign."

### 4. *Satisfactions and Dissatisfactions*

The lower group showed more sentimentality by more frequently listing lack of "teacher idealism and dedication" and "seeing kids fail" as their chief dissatisfactions. The more highly evaluated CSOs stressed annoyance at interruptions and administrative details and lack of contact and communication with teachers.

Expressions of satisfactions also fit this pattern. The lower group enjoyed seeing the success of students and staff members more than the upper group. And the more highly evaluated men preferred more administratively-oriented activities, e.g. improving curriculum, working with their Board. Both groups derived satisfaction from passage of bond issues, budgets and salary schedules.

5. *Relaxation*

CSOs know how to relax; 33 men responded with 30 different hobbies which relieve the tensions of their jobs. Most popular was reading with history (fiction and non-fiction), biographies and autobiographies, best-sellers, detective stories and westerns, and political science listed in order of their preference. CSOs are enthusiastic participants in 14 different sports which constituted the second most frequent response.

6. *Keeping Informed*

More than twice as many CSOs in our sample read the *New York Times, Herald Tribune* and local papers for news than use radio and TV for this purpose. The most popular periodicals are *Time, Life* and *Newsweek.*

*School Management, Nation's Schools, School Boards Journal* and *Education Digest* were the most frequently cited professional journals with the last mentioned *Digest* twice as popular among the upper group. Twenty-six other periodicals were mentioned.

As was documented from the survey data, CSOs attend many conferences and meetings. The most frequently listed were AASA, university workshops and seminars, NYSSBA, NYS Council of Superintendents and local meetings of administrators.

When asked to cite the most significant books recently read, the most frequent response (upper half: 3, lower half: 7) was "None." The evidence indicates that the CSOs don't read many books that are professionally significant to them; many admitted that they just didn't have time. The most frequently cited book was *The Superintendency Team* with five choices.

7. *The New York City CSO*

When asked why they thought Calvin Gross had been dismissed from his post in New York City the most frequent answer was that he lacked sufficient political skill and was disadvantaged by being an "outside" man. These views were offered by the more highly evaluated CSOs much more often than by the lower group. Others made more general comments such as "He shouldn't have taken the job" or "New York City is impossible!"

8. *Social Issues*

Church-state and religious problems were most frequently mentioned social issues, while achieving *real* integration in the schools was second. Both were discussed more often by the more highly rated CSOs. Racial problems not directly related to school integration were also cited. The lower group specified problems of sex, drugs and drinking among youth, juvenile delinquency and the breakdown in family structure. Some of these stressed the links among the three problems.

Very few – only six – CSOs participated directly in attempts at solving these problems. Most said that they provided leadership within the schools and were involved in a limited way. Most of their activity in helping to solve these problems seemed to avoid a visible role. Eight either gave no response or said they were not leaders in these areas.

Such a view was popular, especially among the less highly ranked CSOs, when they were asked how CSOs *should* help solve these problems. Eleven elected passive, indirect involvement behind the scenes. Nine (six from the upper group) advocated active communitywide leadership while seven others agreed that the CSO should exercise leadership, but only within the schools. Six advised against leadership roles for the CSO. Several referred to visible leadership in controversial problems as a threat to their effectiveness as educators, e.g., "You compromise your influence as CSO when you alienate some groups on 'non-school' issues."

### 9. *The Quality of CSOs*

An overwhelming majority (27 versus 4) of the CSOs feel that the quality of school administrators is improving. Most credited better training programs, the wider appeal of the position (more money, respect) and internships with the improvement. Four of the lower-ranked group thought there was better screening, with less based on personality. One said "In the old days we used to appoint the winning coach to the job . . . we don't do that any more." Our evidence from the survey data which shows that 22% of the New York State CSOs named in the last five years were physical education majors, is not quite so convincing.

The negative voters faulted the decrease in liberal arts training and inclusion of too many mechanical, process courses and education courses. Others felt that the teachers from whom CSOs are chosen are less able now.

### 10. *Recruiting CSOs*

Most of the suggestions for recruiting have been incorporated in COEL's recommendations. Emphasis on encouraging *young* teachers was given by the present CSOs, especially by the lower-rated group. More of the upper-ranked men suggested recruiting from liberal arts colleges, offering more fellowships for graduate study in educational administration and using professors to suggest talented undergraduates.

Both upper and lower halves placed equal weight on recruiting bright, intelligent people and personable, likeable people. This is a more balanced view than emerged from the survey data where "ability to work with others" and "a strong sense of values" were clearly considered more important characteristics than was intelligence.

### 11. *Training CSOs*

An equal number of respondents (17) thought that teaching experience should be required of CSOs and that one year administrative internships should also be required. One third of the sample felt familiarity with research techniques was important while the same percentage suggested deleting "watered-down" education courses from training programs. Others thought that interdisciplinary education and liberal arts should be stressed.

12. *The State Education Department Role*

Advice to the State Education Department (SED) was freely given. Most frequently the CSOs insisted that the SED stay out of recruiting. Others felt that they could provide a clearing house service with information regarding candidates and jobs supplied by the local school districts. Suggestions also included SED-sponsored fellowships; broader, more flexible certification requirements, and the addition of an internship requirement for certification.

## *Cattell 16 Personality Factors*

Of the 16 factors tapped by the Cattell instrument, 5 of these showed scores (means for all participating CSOs) outside the range of the average for the general adult population. Our sample showed itself to be more outgoing than most adults. They are also more intelligent, and more emotionally stable than the average adult. The CSOs also averaged higher scores on the conscientious and group-dependent dimensions *(see Table 9)*.

One of these factors, plus four others, also proved to be points of difference between the highly ranked CSO and those rated less highly. The upper group appeared as more expedient (a law to himself, by-passes obligations) while the lower-ranked group was more conscientious (persevering, staid, rule-bound). The other four factors appeared as follows:

| *Upper Half* | *Lower Half* |
|---|---|
| More tender-minded, dependent, sensitive, over-protected | More tough-minded, self-reliant, realistic, no-nonsense |
| More imaginative, wrapped up in inner urgencies, careless of practical matters, Bohemian | More practical, careful, conventional, regulated by external realities, proper |
| More forthright, natural, artless, sentimental | More shrewd, calculating, worldly, penetrating |
| More casual, careless of protocol, untidy, follows own urges | More controlled, socially precise, self-disciplined, compulsive. |

## *Activity Logs: Use of Time by CSOs*

### 1. *Hours per Week*

According to the analysis of activity log data, the average CSO in districts of 4,000-10,000 spends 68.9 hours per week on the job *(see Table 11)*. As one might expect from the evaluations, those ranked more highly spend considerably *less* time (62.04 hours) than do the less highly rated (75.79 hours).

### 2. *Persons Involved*

The average CSO spends more than ¼ of his time alone. In decreasing order of magnitude he spends his remaining time with other administrators in his system, outsiders, Board members, outside educators and his faculty. Less than 3% of his time is shared with parents and non-professional staff and only slightly more than 2% involves students.

A number of interesting differences are obvious when the upper and lower ranked groups are compared *(see Table 12)*. The most prominent difference appears in the time spent with outsiders; more highly evaluated CSOs spend twice as much time with non-educators from outside their systems as do the lower group. The lower-rated CSOs spend twice as much time as their more highly ranked counterparts with faculty and students. However, content analysis shows that most of the difference is due to the greater amount of time spent with discipline problems on the part of the lower group.

### 3. *Communication Used*

*Table 13* shows that roughly half of the CSO's time involves working with groups (larger than 6) or by himself; 25% of his time is spent in each setting. The next most frequent setting is a dyad followed by groups of 3 to 5 people. 7% of his time is spent on the telephone with the remainder consumed by writing (5.2%) and giving speeches (1.3%).

The last two categories are the only ones which show differences between the two groups and in both cases the more highly ranked members spend more time. For the writing category the comparison is 7.3% versus 3.1%, while the speech category shows 2.1% by the higher ranked group and only .5% by the lower CSOs.

### 4. *Problem Content*

Only 3 categories averaged higher than 10% of the CSO's time: "unknown" (20%), "finance," and "social-entertainment" (each slightly more than 10%). The high percentage of activities which could not be coded included a great deal of time reported simply as "Board meeting." The social-entertainment category is inflated because it includes time spent at lunch, when reported as such.

Three categories were disturbingly low. "Planning," "evaluation" and "reading and reflection" constituted only 5.3% of the CSO's time (2.6, 1.2 and 1.5%, respectively).

One category revealed a startling difference between the upper and lower groups *(see Table 14)*. The lower ranked men spent almost *twelve* times as much time on discipline as did the more highly rated CSOs. They also spent significantly more time on curriculum problems than did the upper group (probably due to understaffing).

# APPENDIX

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## EXHIBIT 1

### Questionnaire for Chief School Officers

We appreciate your time and effort in completing this questionnaire. By doing so, you will increase our general understanding of public school administration.

Because the questionnaire is a lengthy one, we suggest that you do not attempt to complete it at one sitting. Please do it by parts as you can find time.

Please read the directions for each question carefully.

We'd appreciate your returning the completed questionnaire in the envelope supplied for this purpose.

Remember - the information you give us will be held in strictest confidence. It will be reported anonymously and only in compiled form, not as individual statistics.

SPECIAL NOTE TO DISTRICT SUPERINTENDENTS: Many of you perform dual roles, as District Superintendent and as the Executive Officer of a BOCES or Cooperative Board. If this is the case, please respond to all questions in your position as District Superintendent only.

I. GENERAL INFORMATION

1. The exact title of your position ____________________
2. Your age _______ 3. Sex: ____ Male ______ Female
4. (a) Please indicate the terms of your employment:
   ______ Probationary _____ Tenure ______ Contract
   (b) If on contract, is it renewable annually? ____ Yes ____ No
   For how many years was your current contract granted? ________
5. Your total current annual salary as Chief School Officer: $ __________
6. Which of the following best describes your father's chief occupation while you were in elementary and secondary schools? Please check one. (Note: if you have difficulty classifying his occupation, please briefly indicate the nature of it under "other".)

__________ Professional or technical (lawyer, physician, engineer, etc.)
__________ Farmer or farm manager
__________ Sales worker
__________ Proprietor, manager or official of a business or agency
__________ Clerical worker (office worker, accountant, etc.)
__________ Skilled worker, craftsman or foreman
__________ Teacher or professor
__________ School or college administrator
__________ Operative (apprentice, motorman, etc.)
__________ Private household worker
__________ Farm laborer or farm labor foreman
__________ Laborer (carpenter, truck driver, handyman, etc.)
Other: ______________________________

7. How much formal education did your father and your mother have? Indicate the highest level for each by checking the appropriate space in each column.

| Father | Mother | |
|---|---|---|
| ______ | ______ | No formal education |
| ______ | ______ | Did not complete grade school |
| ______ | ______ | Finished grade school |
| ______ | ______ | Some high school |
| ______ | ______ | Finished high school |
| ______ | ______ | Some college or junior college |
| ______ | ______ | Business or trade school (after completing high school) |
| ______ | ______ | Business or trade school (but didn't complete high school) |
| ______ | ______ | Finished four years of college |
| ______ | ______ | Some graduate or professional school |
| ______ | ______ | Attained a graduate or professional degree |

## II. YOUR EDUCATIONAL BACKGROUND

1. The ELEMENTARY schools you attended:

Note: We've supplied several columns for use in describing the schools you attended, in case you moved around or attended more than one. Junior high schools should be considered secondary education and recorded in question 2 below.

| | School 1 | School 2 | School 3 | School 4 |
|---|---|---|---|---|
| Type (check one) | ____ private<br>____ parochial<br>____ public | ____ private<br>____ parochial<br>____ public | ____ private<br>____ parochial<br>____ public | ____ private<br>____ parochial<br>____ public |
| Setting (check one) | ____large city<br>____small city<br>____suburban<br>____village in rural area<br>____rural | ____large city<br>____small city<br>____suburban<br>____village in rural area<br>____rural | ____large city<br>____small city<br>____suburban<br>____village in rural area<br>____rural | ____ large city<br>____ small city<br>____ suburban<br>____ village in rural area<br>____ rural |
| Size (check one) | ____1 room<br>____2-4 rooms<br>____5-8 rooms<br>____ more than 8 rooms | ____ 1 room<br>____ 2-4 rooms<br>____ 5-8 rooms<br>____ more than 8 rooms | ____ 1 room<br>____ 2-4 rooms<br>____ 5-8 rooms<br>____ more than 8 rooms | ____ 1 room<br>____ 2-4 rooms<br>____ 5-8 rooms<br>____ more than 8 rooms |
| Approximate Year of departure or completion | ______ | ______ | ______ | ______ |

2. The SECONDARY schools you attended (including junior high schools, preparatory schools, etc.):

| | School 1 | School 2 | School 3 | School 4 | School 5 |
|---|---|---|---|---|---|
| Grades in building (check one) | ___ K-12 or 1-12<br>___ 7-9<br>___ 7-8<br>___ 7-12<br>___ 8-12<br>___ 9-12<br>___ 10-12<br>___ other ____ | ___ K-12 or 1-12<br>___ 7-9<br>___ 7-8<br>___ 7-12<br>___ 8-12<br>___ 9-12<br>___ 10-12<br>___ other ____ | ___ K-12 or 1-12<br>___ 7-9<br>___ 7-8<br>___ 7-12<br>___ 8-12<br>___ 9-12<br>___ 10-12<br>___ other ____ | ___ K-12 or 1-12<br>___ 7-9<br>___ 7-8<br>___ 7-12<br>___ 8-12<br>___ 9-12<br>___ 10-12<br>___ other ____ | ___ K-12 or 1-12<br>___ 7-9<br>___ 7-8<br>___ 7-12<br>___ 8-12<br>___ 9-12<br>___ 10-12<br>___ other ____ |
| Type (check one) | ___ private<br>___ parochial<br>___ public | ___ private<br>___ parochial<br>___ public | ___ private<br>___ parochial<br>___ public | ___ private<br>___ parochial<br>___ public | ___ private<br>___ parochial<br>___ public |
| Setting (check one) | ___ large city<br>___ small city<br>___ suburban<br>___ village in a rural area<br>___ rural | ___ large city<br>___ small city<br>___ suburban<br>___ village in a rural area<br>___ rural | ___ large city<br>___ small city<br>___ suburban<br>___ village in a rural area<br>___ rural | ___ large city<br>___ small city<br>___ suburban<br>___ village in a rural area<br>___ rural | ___ large city<br>___ small city<br>___ suburban<br>___ village in a rural area<br>___ rural |
| Size of class at the highest grade level (check one) | ___ less than 25<br>___ 26-50<br>___ 51-100<br>___ 101-200<br>___ 201-500<br>___ 501-1000<br>___ over 1000 | ___ less than 25<br>___ 26-50<br>___ 51-100<br>___ 101-200<br>___ 201-500<br>___ 501-1000<br>___ over 1000 | ___ less than 25<br>___ 26-50<br>___ 51-100<br>___ 101-200<br>___ 201-500<br>___ 501-1000<br>___ over 1000 | ___ less than 25<br>___ 26-50<br>___ 51-100<br>___ 101-200<br>___ 201-500<br>___ 501-1000<br>___ over 1000 | ___ less than 25<br>___ 26-50<br>___ 51-100<br>___ 101-200<br>___ 201-500<br>___ 501-1000<br>___ over 1000 |
| Approximate year of departure or completion | ________ | ________ | ________ | ________ | ________ |

3. Your UNDERGRADUATE training:

| Name of Institution | Approximate Dates of attendance | Major Field(s) | Minor Field(s) | Degree if any |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

4. Your GRADUATE training:

| Name of institution | Approximate Dates of attendance | How many: | Major Field(s) | Minor Field(s) | Degree if any |
|---|---|---|---|---|---|
| | | __ semesters as full time student<br>__semesters as part time student<br>__summer sessions | | | __M.A.<br>__M.S.<br>__M.Ed.<br>__Ed.D.<br>__Ph.D.<br>Other __ |
| | | __semesters as full time student<br>__semesters as part time student<br>__summer sessions | | | __M.A.<br>__M.S.<br>__M.Ed.<br>__Ed.D.<br>__Ph.D.<br>Other __ |
| | | __semesters as full time student<br>__semesters as part time student<br>__summer sessions | | | __M.A.<br>__M.S.<br>__M.Ed.<br>__Ed.D.<br>__Ph.D.<br>Other __ |
| | | __semesters as full time student<br>__semesters as part time student<br>__summer sessions | | | __M.A.<br>__M.S.<br>__M.Ed.<br>__Ed.D.<br>__Ph.D.<br>Other __ |
| | | __semesters as full time student<br>__semesters as part time student<br>__summer sessions | | | __M.A.<br>__M.S.<br>__M.Ed.<br>__Ed.D.<br>__Ph.D.<br>Other___ |

5. Are you presently working towards a degree? ___Yes ____No
   If so, please indicate the degree sought _________. When do you expect to complete requirements for it? ______________
6. Please indicate the year during which you were last enrolled in a formal course as a graduate student: _______________________
7. Do you hold certificates for administration? _____Yes _____No
   If "yes", please give brief title and the approximate year of issuance for each: ________________________________________ ___________
   ________________________________________________________________
   ________________________________________________________________
8. Have you completed a graduate program of studies in education administration - that is, a program leading to a master's or doctor's degree, or a two-year program leading to superintendency certification?
   ________Yes ______ No
   If "yes",please answer a and b below.
   If "no", go on to question 9.
   a. The following are features common to many programs of preparation for administration. Please evaluate each as a feature of your program. Note: if any of these was not a feature of your program, check the column at the right.

Please check the appropriate spaces

| | In *my* program it was: | | | | | It was not a feature of my program. |
|---|---|---|---|---|---|---|
| | Excellent | Very Good | Good | Fair | Poor | |
| The quality of the faculty in educational administration | | | | | | |
| The general quality of the students in the program | | | | | | |
| Individual counseling services for students | | | | | | |
| Placement service | | | | | | |
| Library and resource facilities | | | | | | |
| Practical orientation of the courses | | | | | | |
| An interdisciplinary approach (cooperation with other divisions of the institution) | | | | | | |
| Internship | | | | | | |
| Field Experience | | | | | | |
| Systematic cooperation with paracticing administrators | | | | | | |
| Systematic cooperation with State Education Department personnel or leaders of professional associations. | | | | | | |
| **Flexibility of program, permitting individualism** | | | | | | |
| Other strengths? | | | | | | |
| Other weaknesses? | | | | | | |

b. In your opinion, how good was your administrative training program in preparing you for your present position: (check one)

________ excellent
________ very good
________ good
________ fair
________ poor

9. Listed below are a number of fields of study which might be part of the preparation of administrators. Of the fields in which you have had courses, how important is each to successful administration, in your opinion?

Please rate each 1 to 5 by circling the appropriate number.

1 - essential
2 - very important
3 - quite important
4 - moderately important
5 - not very important

Remember - rate only those fields in which you have had one or more courses.

| | | | |
|---|---|---|---|
| Administrative Internship or Practice | 1 2 3 4 5 | Physical Science | 1 2 3 4 5 |
| Administrative Theory | 1 2 3 4 5 | Political Science | 1 2 3 4 5 |
| Curriculum Theory | 1 2 3 4 5 | Psychology | 1 2 3 4 5 |
| Economics | 1 2 3 4 5 | Public Relations | 1 2 3 4 5 |
| English Composition | 1 2 3 4 5 | Public Speaking | 1 2 3 4 5 |
| Group Dynamics | 1 2 3 4 5 | Research Methods | 1 2 3 4 5 |
| Guidance | 1 2 3 4 5 | School Business Management | 1 2 3 4 5 |
| History | 1 2 3 4 5 | School Finance | 1 2 3 4 5 |
| History of Education | 1 2 3 4 5 | School Law | 1 2 3 4 5 |
| Human Relations | 1 2 3 4 5 | Sensitivity Training (small group dynamics) | 1 2 3 4 5 |
| Mathematics | 1 2 3 4 5 | Statistics | 1 2 3 4 5 |
| Personnel Administration | 1 2 3 4 5 | Sociology | 1 2 3 4 5 |
| Philosophy of Education | 1 2 3 4 5 | Teaching Methods | 1 2 3 4 5 |

10. If you were able to take additional courses now, which five of the following fields would be most valuable to you? Please rank your choices 1 to 5 in order of their value to you.

___ Administrative Internship or Practice
___ Administrative Theory
___ Economics
___ English Composition
___ Group Dynamics
___ Guidance
___ History
___ History of Education
___ Human Relations
___ Mathematics
___ Personnel Administration
___ Philosophy of Education
___ Curriculum Theory
___ Physical Science
___ Political Science
___ Psychology
___ Public Relations
___ Public Speaking
___ Research Methods
___ School Business Management
___ School Finance
___ School Law
___ Sensitivity Training (small group dynamics)
___ Statistics
___ Sociology
___ Teaching Methods

11. Listed below are some types of conferences, institutes and workshops which Chief School Officers frequently attend. Please list approximately the number of each kind you have attended in the last two years - that is since about July 1963.

_____ Conference of the New York State Elementary Principals
_____ Conference of the New York State Secondary School Principals
_____ Conference of the New York State Association of School District Administrators
_____ Conference or meetings of District Superintendents
_____ Meetings of the regional School Board Institutes
_____ Convention of the New York State School Boards Association
_____ Meetings of a local or county School Boards Association
_____ Commissioner's Conference for School Board Members (Albany)
_____ Convention of NYSTA
_____ Convention of NEA
_____ AASA Convention
_____ Meetings of the Council of City and Village School Superintendents
_____ Meetings of the New York State Congress of Parents and Teachers
_____ Convention of the National School Boards Association
_____ Meetings of special-field teachers organizations (e.g. physical education, English, etc.)
_____ Local or area workshops for teachers
_____ Local or area workshops for administrators
_____ College or university lectures or workshops for teachers
_____ College or university lectures or workshops for administrators
_____ Others (please list):

____________________________________________
____________________________________________
____________________________________________
____________________________________________

## III. PROBLEMS IN EDUCATIONAL LEADERSHIP

Note: the questions which make up this section are extremely important to our study. We realize that they may require extra time to answer carefully. Because they are so important, we'd appreciate a thoughtful and detailed response to them.

1. Several years ago the Cooperative Development of Public School Administration in New York State (CDPSA) defined administrative leadership as consisting of leadership in four kinds of tasks: 1) providing and maintaining funds and facilities; 2) obtaining and developing personnel; 3) improving educational opportunity; 4) effective interrelationships with the community.

REMINDER TO DISTRICT SUPERINTENDENTS: Please respond to this questionnaire from the viewpoint of your role as District Superintendent, not in your role as executive officer of the Cooperative Board.

What is the most important factor which keeps you from being the kind of leader you would like to be in each of these areas?

Providing and maintaining funds and facilities ______________

____________________________________________
____________________________________________
____________________________________________

Obtaining and developing personnel? ______________________________

Improving educational opportunity ______________________________

Effective interrelationships with the community______________________________

JUST A REMINDER: The information you are giving us is confidential. It will be reported **anonymously** and only in compiled form, not as individual statistics. So - please be frank!

2. The exercise of administrative leadership is affected both negatively and positively by influential groups or individuals. Please indicate for each of the following the extent of that group's influence (if any) and whether it generally supports or opposes the policies of the district.

| | Check one here | | | | Check one here | | |
|---|---|---|---|---|---|---|---|
| | We have no such groups | Little or no influence | Some influence | Considerable influence | Generally support | Generally oppose | Generally neutral |
| Business or commercial groups | | | | | | | |
| Church or religious groups | | | | | | | |
| Farm organizations | | | | | | | |
| Fraternal organizations | | | | | | | |
| Labor unions | | | | | | | |
| Municipal or county government | | | | | | | |
| Parents' groups | | | | | | | |
| Service clubs | | | | | | | |
| Taxpayers' groups | | | | | | | |
| Teachers' groups | | | | | | | |
| The press | | | | | | | |
| Veterans' organizations | | | | | | | |
| Any others? | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

## IV. YOUR EXPERIENCE

NOTE: Questions 1 and 2 of this section ask about your occupational experience, both educational and non-educational. If you have a personal data résumé which contains this information, please attach a copy and go on directly to question 3.
If you have no such résumé, please complete the questions.

1. What NON-EDUCATIONAL positions (including military service) have you held? Include only those full-time positions held for one year or longer.
Please list in chronological order from earliest to last. Approximate dates will be satisfactory.

| Years<br>From | To | Description of position |
|---|---|---|
| Examples: | | |
| 1939 | 1942 | Auto salesman |
| 1942 | 1945 | Personnel sergeant (U.S. Army) |
| | | |
| | | |
| | | |
| | | |
| | | |

2. What EDUCATIONAL positions have you held? Please include all positions held, for whatever length of time. Please list in chronological order, from your first educational job up to, but not including, your present job. Approximate dates will be satisfactory.

| Years<br>From | To | Name of School and Address | Position (include subject specialities) |
|---|---|---|---|
| Examples: | | | |
| Feb. 46 | June 46 | Marsters H.S.<br>Kingston, Ontario | H.S. Teacher - Business |
| Sept.46 | June 48 | Lansing College<br>Smith, Nevada | Instructor in mathematics |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

3. When you embarked on your career in education administration, what were your reasons?

Please rank the most important reason "1", the next most important "2" and so on, but please rank no more than four.

___ Administration offered a better opportunity for service
___ I did not enjoy a subordinate role in education
___ I enjoyed being a leader
___ I had administrative experience in other fields
___ I liked to organize and administer
___ I received encouragement from the board of education
___ I received encouragement from college teachers

___ I wanted to see if I would like administration
___ I was influenced or inspired by a practicing administrator (supply his last name and the system he administered then if possible.
______________________________
______________________________)
___ I was influenced or inspired by a specific college teacher (his last name, if possible:
______________________________)
___ The work offered higher salaries
___ Enjoyed seeing my ideas put into effect.

Any others:

___ ______________________________
___ ______________________________
___ ______________________________

## V. THE NATURE OF YOUR PRESENT POSITION

The questions in this section ask you to reflect about the nature of your position as a Chief School Officer. Your response to them will aid us in developing recommendations about the selection and training of administrators in the future.

1. Please indicate the number of persons holding each of the following kinds of positions, who are included in your immediate "span of control." In other words, how many personnel report directly to you in the normal course of operation, rather than reporting through an intermediary?
    ___ Assistant or deputy superintendents
    ___ District Principals
    ___ Building Principals
    ___ Assistant principals, administrative assistants
    ___ Supervisors and department heads
    ___ Teachers
    ___ Other professionals

2. a. On the average, how many week-nights each week do you devote to school business:
    ___ week-nights per week at meetings
    ___ week-nights per week doing office work (at home or in the office)

   b. On the average, how many hours weekly do you devote to school business on Saturdays and Sundays.
    ___ hours per week at meetings Saturday and Sunday
    ___ hours per week doing office work Saturday and Sunday (at home or in the office)

c. Do you usually take on other responsibilities such as consultation, teaching courses, etc. during the summer? ____ Yes ____ No
during the school year? ____ Yes ____ No
If during the school year, about how many hours per week do such responsibilities involve? __________

3. Reviewing an entire school year, what single thing do you dislike most about being a chief school officer (other than answering questionnaires)?
________________________________________
________________________________________

4. We are interested in knowing what proportion of your time is spent in various work situations. Please rank each of the following work situations according to the amount of time spent in each, using a "1" to indicate the situation in which you spend the most time, and so on until you rank with a "4" the situation in which you spend the least time.

______ Alone or with secretarial help only
______ With a single person (other than a secretary)
______ With small groups (of 2 to 10 persons)
______ With large groups (of over 10 persons)

5. We would like to obtain an indication of the kinds of activities in which you are involved in a "typical" week as Chief School Officer. We realize that the pattern changes according to the time of year, but hope that you will nevertheless answer the question in terms of an average or typical week.

About how much time do you give to each of the following?
and
How do you feel about the amount of time you give to each?

Please check the appropriate spaces.

12.

| Activity | I devote about this much of my time to it: Little or none | Some | Quite a bit | A great deal | I feel that I give it: Too much time | Just about enough | Not enough |
|---|---|---|---|---|---|---|---|
| Administration of finances (e.g. purchasing, bids) | | | | | | | |
| Budget planning (e.g. allocation of funds, computation of state and federal aid) | | | | | | | |
| Dealing with grievances and requests by individuals or groups in the community | | | | | | | |
| Hearing and acting upon staff grievances | | | | | | | |
| Keeping in touch with new developments-for example, by attending conferences, reading current literature, visiting other schools | | | | | | | |
| Long-range planning of the educational program (e.g. curriculum, methods) | | | | | | | |
| Participation in non-educational community organizations (Lions, United Fund, etc.) | | | | | | | |
| Participation in professional organization work outside the district (NYSTA, AASA, etc.) | | | | | | | |
| Planning for expansion of facilities-building construction, etc. | | | | | | | |
| Planning of and attendance at student activities | | | | | | | |
| Preparing for and attending board of education meetings | | | | | | | |
| Recruitment and selection of personnel | | | | | | | |
| Study and evaluation of the current educational program | | | | | | | |
| Supervision of pupil services-i.e. guidance, cafeteria, transportation, etc. | | | | | | | |
| Supervision of teaching (visits to and interviews with teachers) | | | | | | | |
| Writing newsletters and news releases, addressing groups, etc., in order to maintain good public relations | | | | | | | |
| Dealing with problems of salary, fringe benefits, etc. | | | | | | | |

6. Imagine a situation in which you are asked to select your successor from among a group of candidates all of whom have had successful administrative experience. Which 3 of the following characteristics would you consider most important? Please rank them 1, 2, and 3.

___ A strong sense of values
___ Ability to work with other people
___ Business sense
___ Clearness of expression
___ Courage
___ Health and physical stamina
___ Knowledge of broader social problems
___ Level of information about education
___ Native intelligence
___ Persistence
___ Personal appearance
___ Practicality
___ Skill in communications
___ Tact
___ The university or college at which he was trained

## EXHIBIT 2

Regents Advisory Committee on Educational Leadership

Interview Instrument — Chief School Officer

Introduction. This interview is a means of gathering information for use in a study conducted by the staff of the Regents Advisory Committee on Educational Leadership, or COEL. COEL intends to use the information from this study as one basis for the development of recommendations for the improvement of educational leadership. We will, of course, not reveal any data in any way that might identify you or associate you with the information you give us.

We asked you to participate in this study because you administer a school system with an enrollment between 4,000 and 10,000. School systems the size of this one will become much more numerous in the near future as population increases and reorganization continues. The problems you encounter now are likely to be those encountered by many future chief school officers.

You are one of thirty-five chief school officers in systems this size, who are being interviewed in this study. Each is asked to complete a personality questionnaire and to participate in an interview consisting of the same questions you'll be asked.

During the interview, we'll be taking up a number of broad topics of interest to us both. Our approach will be to ask open-ended questions, rather than asking you to choose from lists of alternative answers. We hope you'll be as full and detailed as possible in your replies.

I. Let's start by talking about your reasons for entering the profession of educational administration.

There are many reasons why men enter the profession. Knowing what prompts them may help us devise ways to induce able men to become school administrators.

A. When you first entered school administration, what were your chief reasons?

Probe:

1. I just want to check - these were your reasons when you first entered administration?
2. (If more than one reason is discussed) Of the several reasons you've discussed, which was the most important?

B. Now that you have been an administrator for some time - why do you remain in it?
Probe:
1. (If respondent says "I like it") What do you like about it?
2. (If more than one reason is discussed) Of these reasons, which one is the most important?

II. There are and have been a great many differing definitions of the proper role of the chief school officer. Probably, each chief school officer has developed his own model of how he should operate.

A. As you see it, what are the proper functions of a chief school officer -- that is, what should he be doing?
Probe:
1. (If he argues that certain things can't or aren't done) - Remember, we're asking about the things a chief school officer should be doing.
2. Are there other important ones?

B. Has the actual role of the chief school officer changed significantly in the last few years -- that is, is he performing functions he formerly didn't perform, or not performing some that he once did perform?
Probe:
1. Is he expected to do anything he wouldn't have been required to do a few years ago? What?
2. Have any of the functions he used to perform become obsolete, or been delegated to a great extent?
* 3. In your opinion, have these changes been for the better? Please explain.

C. Some have argued that administration is the same in all fields -- whether in education, business, government or any other. In your opinion, does educational administration differ significantly from administration in other fields?

____Yes - definitely
____Yes - somewhat
____No - not much
____No - not at all

(record any additional commentary below)

(If respondent replies that it does differ): How does it differ from administration in other fields?
Probe: What features of administration of schools set it apart from other kinds of administration?

D. What changes in the chief school officer's role do you foresee in the next few years?
Probe:
  1. (If respondent hesitates) Do you expect the job will be very different five or ten years from now?

________________________________________

________________________________________

  * 2. (If respondent predicts changes) In your opinion - will these changes be good ones; that is, will they be desirable?

________________________________________

________________________________________

III. You've already described for us what you feel is the ideal role of a chief school officer, what you feel he should be doing. We're also interested in exploring with you the obstacles you face in attempting to do these things.

A. What prevents you from carrying out your job as you would like to?
Probe:
  1. (If he hesitates, go back to his responses in Question IIA, and repeat for him the functions he felt a CSO should perform asking): "You said that a chief school officer should ____________________ ____________. Are you able to do that as well as you'd like? If not, what prevents you?"

________________________________________

________________________________________

B. (If his answers to IIA and IIIA have not discussed innovation and change) As you know, Brickell in a study a few years ago showed that New York State schools are slow to innovate and experiment in matters of curriculum and instruction.
Do you feel that they are still innovating and experimenting too slowly? (If yes) How do you account for this?

________________________________________

________________________________________

IV. Let's talk briefly about the way you personally react to the requirements of your position, about your satisfactions and dissatisfactions in the job.

A. What is your greatest satisfaction as a chief school officer - that is, what gives you the greatest sense of accomplishment?
Probe:
  1. Is that what you enjoy most too?
  2. Why do you get particular satisfaction from that?

________________________________________

________________________________________

B. What is your greatest dissatisfaction in the job?
Probe:
1. Is that what you dislike most?
2. Why are you particularly dissatisfied with that?

______________________________________________

______________________________________________

V. The pressures of school administration are admitted by everyone. Not only must a chief school officer cope with the demands of his staff, board and community, he must try to stay abreast of new developments that demand his attention. We're interested in how you relax from the pressures of your job and how you keep abreast of developments.

A. How do you relax from the pressures of the job?
Probe:
1. What hobbies do you pursue?
2. (If he mentions "reading") What kinds of books, etc., do you read? Do you have a favorite author? Who?

______________________________________________

______________________________________________

B. How do you keep abreast of the news?
Probe:
1. What newspapers do you read?
2. What periodicals do you read?

______________________________________________

______________________________________________

C. How do you stay in touch with new developments in the school business?
Probe:
1. What bulletins, periodicals, etc., do you read for this purpose? (Interviewer - check below any which he mentions. Write any others down in the blank spaces below.)

Check any mentioned

____ Administrative Science Quarterly
____ Administrator's Notebook
____ American Education
____ American Educational Research Journal
____ Central Ideas
____ Educational Administration Quarterly
____ Educational Forum
____ Educational Leadership
____ Educational Record
____ Harvard Educational Review
____ Human Relations
____ Journal of Educational Administration
____ Journal of Educational Research
____ National Secondary Principal's Bulletin
____ NYS Teachers Association Bulleltin
____ Overview
____ Phi Delta Kappan
____ Saturday Review of Literature
____ School and Community
____ School Boards Journal
____ School and Society
____ School Business Affairs
____ School Management
____ School Review
____ Nations' Schools

Others (list): ______________________________________________

Which of these are most valuable to you? (Interviewer: double check (✓✓) those he finds most valuable).

2. Do you attend any conferences or meetings primarily to learn of new developments? Which ones?

D. Of books you have recently read, which has had the most significance for you as a chief school officer? Why?

VI. We wonder if you would ask your secretary to assist us in our study by filling out this "Daily Log" form during the next week. (Hand him two copies of the "Log") We actually know very little yet about the kinds of things chief school officers do every day, about the way chief school officers' time is spent.

This "Log" is constructed in such a way that it would be fairly easy for your secretary to record the kinds of activities in which you are involved during the next five work-days. Such a record would be valuable to us, because it would give us a clear picture of the kinds of things chief school officers are called upon to do. It might be interesting and valuable to you, too -- we're supplying an extra set in case you want a carbon copy made by your secretary.

Would you be willing to ask your secretary to keep this "Log" for the next five work-days? Directions for completing it are included and are quite clear.

Thank you.

VII. Earlier we talked about the functions of a chief school officer, as you believe them to be. Let's explore that subject from a slightly different angle and talk for a few moments about the chief school officer's role in the larger social issues.

In recent years the school, and therefore the chief school officer, is increasingly confronted with social issues of vital and complex nature - such issues as racial integration, the rising crime rate, and so on. Once schools were outside such social conflicts. Now they seem to be in the middle of them.

A. What is the greatest social problem presently facing your community? Probe:
   1. Please explain.
   2. (If problem is not tied to school clearly) How is the school system affected by this?

B. You've just described the major social problem in this community. What part have you had helping to deal with this problem?

________________________________________

________________________________________

What part do you think you should have?

________________________________________

C. In general, do you feel that chief school officers should take leadership in coping with social problems? Please explain.

________________________________________

________________________________________

VIII. In the final section of the interview, let's turn our attention directly to the problems involved in identifying and recruiting the best possible talent for chief school officership.

A. You've been in the business now for some years. In your opinion, is the quality of the man entering school administration improving?

____Yes ____No Please explain.

________________________________________

________________________________________

B. COEL, like you, is interested in suggesting ways in which the best possible talent can be attracted to school administration. How can very good people be found and encouraged to enter the profession?
Probe:

1. Where should we look to obtain the best talent possible? Among what groups?
2. What kind of people should we look for?
3. What kind of background should we expect future administrators to have?

________________________________________

________________________________________

C. Are there any changes you would recommend in the training of school administrators?
Probe:

1. Should teaching experience be required?
2. Are there any courses they now take that might be dropped from the program?
3. Are there any courses not required now that they should take?
4. Should they be required to develop an ability in research?

________________________________________

________________________________________

D. How might the State Education Department assist in identifying, recruiting and preparing high-quality administrators?
Probe:
1. Should certification requirements be changed? How?

Thank you

EXHIBIT 3

## Cattell 16PF Test

The sixteen primary dimensions of the 16PF are briefly indicated below.

| FACTOR | A person with a low score is described as: | A person with a high score is described as: |
|---|---|---|
| A | **RESERVED,** detached, critical, cool | **OUTGOING,** warmhearted, easy-going, participating |
| B | **LESS INTELLIGENT,** concrete-thinking | **MORE INTELLIGENT,** abstract-thinking, bright |
| C | **AFFECTED BY FEELINGS,** emotional, less stable, easily upset | **EMOTIONALLY STABLE,** faces reality, calm |
| E | **HUMBLE,** mild, obedient, conforming | **ASSERTIVE,** independent, aggressive, stubborn |
| F | **SOBER,** prudent, serious, taciturn | **HAPPY-GO-LUCKY,** heedless, gay, enthusiastic |
| G | **EXPEDIENT,** a law to himself, by-passes obligations | **CONSCIENTIOUS,** persevering, staid, rule-bound |
| H | **SHY,** restrained, diffident, timid | **VENTURESOME,** socially bold, uninhibited, spontaneous |
| I | **TOUGH-MINDED,** self-reliant, realistic, no-nonsense | **TENDER-MINDED,** dependent, over-protected, sensitive |
| L | **TRUSTING,** adaptable, free of jealousy, easy to get on with | **SUSPICIOUS,** self-opinionated, hard to fool |
| M | **PRACTICAL,** careful, conventional, regulated by external realities, proper | **IMAGINATIVE,** wrapped up in inner urgencies, careless of practical matters, Bohemian |
| N | **FORTHRIGHT,** natural, artless, sentimental | **SHREWD,** calculating, worldly, penetrating |
| O | **PLACID,** self-assured, confident, serene | **APPREHENSIVE,** worrying, depressive, troubled |
| $Q_1$ | **CONSERVATIVE,** respecting established ideas, tolerant of traditional difficulties | **EXPERIMENTING,** critical, liberal, analytical, free-thinking |
| $Q_2$ | **GROUP-DEPENDENT,** a "joiner" and good follower | **SELF-SUFFICIENT,** prefers own decisions, resourceful |
| $Q_3$ | **CASUAL,** careless of protocol, untidy, follows own urges | **CONTROLLED,** socially-precise, self-disciplined, compulsive |
| $Q_4$ | **RELAXED,** tranquil, torpid, unfrustrated | **TENSE,** driven, overwrought, fretful |

EXHIBIT 4

## SECRETARY'S LOG

This form is a means for gathering information for use in a study of leadership in the public schools, being conducted by the staff of the Regents Advisory Committee on Educational Leadership or "COEL."

The form is designed to provide, in an easily recorded manner, an accurate and detailed log of the activities which are undertaken by a chief school administrator.

We are asking the secretary of each chief school officer participating in this study to complete this daily log for a period of one week. Your help will be greatly appreciated and will be an important contribution to this study.

(We are including a second set of "log" forms, in case you would like to make a carbon copy for your own purposes.)

- - - - - - - -

The following is a description of Monday's activities of Mr. Chief School Officer of Average School District, as his secretary might observe his activities. These activities are logged on the sample pages in the way that we are asking you to log the activities which you observe daily.

Mr. Chief School Officer arrived at the office from home at 8:30, and immediately began to read his morning mail and sign the letters he had dictated the day before. At 8:45 he called in his secretary to tell her what had to be done that day. From 8:55 to 9:20, a textbook salesman discussed prices of a new reading series with Mr. CSO. During that discussion, Mr. CSO was interrupted by a phone call from the Board President to discuss an item on the agenda for the next board meeting.

At 9:20 Mr. CSO took a ten-minute coffee break in his office. He left at 9:30 to attend a meeting at Nearby College, concerning developments in team teaching, returning to the office at 11:45. While he was out, Mrs. Smith called to ask Mr. CSO to speak at the next League of Women Voters' meeting, and the Sheriff called but left no message. Mr. CSO returned Mrs. Smith's call first, and then asked his secretary to schedule him to speak at the League's meeting next month. He then returned the Sheriff's call, but said nothing about the subject of it.

He went to Friendly Elementary's cafeteria at 12:10 to have lunch with some of the teachers, returning to the office for a 1:00 P.M. meeting with the architects for the new Junior High School. During the meeting he was interrupted by a five-minute phone call from the Cafeteria Manager, to talk about the purchase of a new oven.

When the meeting with the architects ended at 2:20, Mr. CSO went to the high school to observe a history teacher's classes. He returned at 3:45 and called the PTA President to finalize arrangements for tonight's PTA Meeting.

From 4:10 to 5:30, Mr. CSO made final notes for the speech he will give at the PTA meeting tonight. The Business Manager dropped in for ten minutes to discuss the bids on a new bus. At 5:30 Mr. CSO went home.

He returned to the High School at 7:45 that evening, gave his speech to the PTA and went home late. Since the secretary was not there, she does not know the time he left.

This day's activities were logged by the secretary as follows on the sample pages.

Notice that the sheet provides space to record the activity, with whom he is working, the times it started and stopped, and any interruption that occurred. If you do not know the nature of the activity or meeting, put a question mark (?) in the space. Note, as with the phone call from Mrs. Smith, you may not know exactly what was said, but you do know a speaking engagement was arranged because of the instructions you received following the call.

Please do your best to keep an accurate and complete record. At the end of the week you may wish to check your "log" with the chief school officer, after which please mail it to:

Mr. Richard G. Morrow, Associate Director
Committee on Educational Leadership
320 Wait Avenue
Cornell University,
Ithaca, New York 14850.

We have provided a stamped self-addressed envelope for your convenience.

Thank you.

DAILY ACTIVITY LOG

Day Monday

Date 3/18/66

| Activity | With Whom | Interruptions | Time |
|---|---|---|---|
| Read and signed correspondence | | | 8:30<br>8:45 |
| Go over work for the day | Secretary | | 8:45<br>8:55 |
| Discussion of prices of a New Textbook series | Salesman | 10" phone call from Board President re agenda for next meeting | 8:55<br>9:20 |
| Coffee Break | | ? | 9:20<br>9:30 |
| Conferences on Team teaching at Nearby College | Other Administrators | | 9:30<br>11:45 |
| Call to Mrs. Smith re talk to League of Womens Voters Meeting | | | 11:45<br>11:55 |
| Call to Sheriff (subject unknown | | | 11:55<br>12:10 |
| Lunch | Teachers in Friendly Elementary School | ? | 12:10<br>1:00 |

# EXHIBIT 5

## Activity Log Code

### A. . Initiator of Activity

Under the column headed Initiator of Activity, the person who began or undertook the activity is coded, according to the key below. Every effort should be made to determine the activity initiator, using clues such as "phone call to parent" (initiator=chief school officer himself), "phone call from teacher" (initiator=teacher), "worked alone in office" (initiator=chief school officer himself), "Mr. X dropped in the office" (initiator=Mr. X). When no logical bases and no clues exist by which to identify the activity initiator, the column should be coded "0". When two or more initiators are involved, the initiation is accredited to one category of persons with priority according to the order of the items in the key.

Key: 0 - initiator cannot be determined.
1 - Outsiders, non-educational and non-parent. Persons outside the immediate school organizations, not including other professional educators and not including parents of students in the school system. Includes: alumni, architects, school attorneys, school physicians, consultants, interviewers, government officials, salesmen, students from other systems.
2 - Outsiders, educational. Persons outside the school system who are themselves professional educators. Includes teacher and administrators from other systems, professors, members of State Education Department, district superintendent.
3 - Outsiders, parents. Persons outside the school system, but parents or guardians of students in the system.
4 - Board members. Members of the Board of Education of the same district.
5 - Students - members of the district's student body.
6 - Faculty - members of the professional staff of the district, not including administrative personnel. Includes teachers, department heads, guidance counselors, librarians, physical education instructors and so on. Does not include building principals, directors or supervisors of instruction, business managers, and so on.
7 - Administrative Staff. Includes central-office assistants, business managers, building principals, supervisors, system-wide directors of music, physical education, etc., nurses.
8 - Non-professional school staff. Includes custodians, cafeteria workers, busdrivers,secretaries, and so on.
9 - Chief School Officer. Code to be used when there is logical basis to believe that the chief school officer himself initiated the action.

### B. Persons Involved

In the columns headed Persons Involved the time spent in activities with types of persons as listed below is recorded in minutes. In cases where two or more categories of persons are involved in the activity at different times, the time is divided among the categories when this is logical and when a basis for allocation exists in the record. If there is no logical basis for dividing the time, the entire amount is recorded under one category with priority according to the following listing - e.g., if the chief school officer has a 30-minute meeting involving two faculty members, a board member and himself for the entire time, the total amount is recorded under Board Members.

1. Outsiders, non-educational and non-parent. Persons outside the immediate school organization, not including other professional educators and not including parents or guardians of students in the school system. Includes: alumni, architects, school attorneys, school physicians, consultants, interviewers, government officials, salesmen, students from other systems.

2. Outsiders, educational. Persons outside the school system who are themselves professional educators. Includes teachers and administrators from other systems, professors, members of State Education Department, district superintendent.

3. Outsiders, parents. Persons outside the school system, but parents or guardians of students in the system.

4. Board members. Members of the Board of Education of the subject district.

5. Students. Members of the district's student body.

6. Faculty. Members of the professional staff of the district, not including administrative personnel. Includes teachers, department heads, guidance counselors, librarians, physical education instructors and so on. Does not include building principals, directors or supervisors of instruction, and so on.

7. Administrative staff. Includes central-office professional assistants, business managers, building principals, supervisors, system-wide directors of instruction (music, physical education, etc.), nurses. Does not include non-professional supervisors such as head custodian or cafeteria managers.

8. Non-professional school staff. Includes custodians, cafeteria workers, busdrivers, secretaries, etc.

9. Chief School Officer alone. This code is to be used when there is no one else working with the chief school officer. This does include time spent dictating to a secretary, but not time spent giving her instructions.

C. Communication Method

Under the columns headed Communication Method the time spent in each activity is logged in minutes under one of six categories of methods of communication. When two or more methods are involved the time is divided as appropriate. When there is no logical basis for dividing the time, the entire amount is recorded under a single category with priority according to the following order. This analysis of communication focuses upon communication from the chief school officers to others, not the reverse.

1. Telephone - Communications of any type that are conducted with the aid of a telephone.

2. Large Group/Committee - Interaction among more than five individuals - e.g., banquets, board meetings, PTA meetings, School Board Institutes, etc.

3. Small Group/Committee - Interaction among three through five individuals - e.g. small committee meetings, meetings with small delegations of teachers or parents etc.

4. Diad - Face-to-face conversation involving two-way interaction. Includes giving instructions (but not dictation) to a secretary.

5. Speech - One-way oral presentation by the chief school officer to one or many persons.

6. Writing. Communications handled in writing. All time used preparing correspondence or written communications is included in this category. This involves time devoted to preparation of letters, memos, bulletins in longhand or by dictation either to a machine or to a secretary. Does not include time used to prepare notes for meetings, notes gathered in order to prepare proposals, and so on.

7. None. This category is used only when the chief school officer does not communicate in any way - e.g., reading, time spent alone traveling, preparation of notes, etc.

D. Problem Content

The columns under this heading deal with the content of the problem about which each activity is centered. The time is logged in minutes and recorded either under one category, or several if there is a reasonable basis for an allocation. When problem content cannot be adjudged on the basis of logic or recorded evidence, it should be recorded under the column entitled "unknown."

1. Correspondence. Activities associated with answering or initiating written communications with others relative to the business of the chief school officership. Includes reading as well as writing letters.

2. Student Affairs, non-discipline. Concerning student activities, problems, program, exercises, commencement, etc. Includes activities such as Boy Scouts when the scouts are probably students in the school system.

3. Discipline. Matters involving misbehavior, criminal behavior, behavior requiring reprimand or punishment - on the part of students and/or teachers.

4. Curriculum. Activities associated with the content and methods of the educational program, direct participation in teaching, observation of teaching, research and scholarly writing, design of instruction, inservice training for teachers.

5. Faculty Affairs, non-discipline and non-instructional. Activities related to faculty welfare, grievances, morale, benefits, interrelationships.

6. Public Relations. Activities associated with development of the public image of the school. Include public speeches, writing press releases, appearance on panels before residents of the district, attendance at school activities involving laymen, and so on.

7. Finance. Activities associated with internal financial matters, budgeting, control of expenses. Includes planning and submission of requests for Federal and/or State Aid.

8. Travel. Time spent in transportation to and from work, to and from meetings away from the district. Not included is time spent away but not in the act of traveling - this should be recorded under other categories.

9. Personal. Activities performed alone or in association with immediate family members. Does not include meals with others, coffee breaks, social and entertainment activities expected of a chief school officer.

10. Administrative. Management activities not financial. Include work on administrative policy, planning of day's work, instructions to secretary, completion of reports to State Education Department, planning agenda, arranging meetings and transportation to meetings,etc.

11. Construction. Activities associated with planning and supervising new building or addition construction. Include consultation with architects, development of specifications, and so on.

12. Recruitment. Activities associated with screening and employing faculty, administrative staff members and non-professional staff members for the system. Includes interviews and tours with candidates, time spent visiting and observing candidates, time spent checking credentials and references.

13. Transportation. Activities associated with planning, supervising and dealing with problems arising from the bus transportation service of the school system. Include time spent in purchasing new buses, mapping bus routes and so on.

14. Parent requests and grievances, unspecified. When a parent calls or visits on a matter of discipline, transportation, or curriculum, e.g., the time should be recorded under those categories. When the subject of the call or visit cannot be determined, it should be recorded in this column.

15. Social and Entertainment. Interaction with others in a social manner that is an expected part of the conduct of the chief school officership. Includes coffee breaks, testimonial dinners, luncheons with teachers, and so on.

16. Reading and Reflection. Professional and technical reading, studying, reports, thought and reflection.

17. Legal. Activities associated with ascertaining law, interpreting law as it affects school operations.

18. Planning for subsequent years, unspecified. Includes planning for subsequent years when the content of the plans cannot be categorized above.

19. Evaluation. Activities associated with systematic evaluations of the school program. Includes work on Middle States evaluations, review of student achievement, and so on.

20. Unknown.

# EXHIBIT 6

LOG ANALYSIS SHEET - CHIEF SCHOOL OFFICER STUDY

CSO Code Number ______________

Day of Week ______________

| Act. | A | PERSONS INVOLVED | | | | | | | | | COMMUNICATION METHOD | | | | | | | PROBLEM CONTENT | | | | | | | | | | | | | | | | | | | |
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# EXHIBIT 7

## REGENTS ADVISORY COMMITTEE ON EDUCATIONAL LEADERSHIP

CONFIDENTIAL CONFIDENTIAL

### RATING FORM

### Directions

Please indicate your opinion of the reputation of each of the following Chief School Officers.

In forming your opinion, consider how well the Chief School Officer is regarded by those who know his work - how do those who know his work in his present position regard him?

You are not being asked to estimate how he might perform in another setting or position, nor to guess about the impression he might make on someone who did not know his work at all.

Record your opinion by checking the point on the scale provided below each Chief School Officer's name and school district .

If you should find yourself entirely without knowledge of the Chief School Officer's reputation, mark the special box provided to indicate that fact.

Please rate each chief school officer for whom you have any basis whatsoever for an opinion.

Do not sign this form, please.

1. Chief School Officer's Name ____________________

School District ____________________

| | |
|---|---|
| This Chief School Officer has earned the highest of reputations | This Chief School Officer's reputation is not high |

5 4 3 2 1

I know nothing about this Chief School Officer's reputation ________

2. Chief School Officer's Name ____________________

School District ____________________

| | |
|---|---|
| This Chief School Officer has earned the highest of reputations | This Chief School Officer's reputation is not high |

5 4 3 2 1

I know nothing about this Chief School Officer's reputation ________